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ABSTRACT

To guide Indian reservation program planners, the handbook highlights three exemplary community-based data collection efforts undertaken by Native American Comprehensive Employment and Training Act (CETA) grantees to improve their planning and program development activities. Exemplary data collection activities reported include the Spokane Reservation Population Survey, the Oneida Reservation Problems/Needs/Wants Survey, and the Tlingit-Haida Community Survey. These surveys are presented as representative projects with key elements that may be used by CETA, other government agencies, and Indian communities to improve the data bases that in part control planning, funding, and programming. For instance, it is reported that the Spokane survey confirms the reservation population to be much higher than federal estimates and helps establish a new process for Bureau of Indian Affairs Labor Force Report updates. Following the discussions on the surveys, a suggested approach to coordinated community data collection is presented along with an outline and discussion of the five major tasks involved in the collection process. Appended are copies of survey documents, the Shoshone-Paiute Health Needs Survey instrument, the 1980 census supplementary questionnaire for American Indians, and a model for a community social profile. (AN)

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CETA and RESERVATION ECONOMIC DEVELOPMENT

EXEMPLARY projects

Community Based Data Collection

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

CETA and Reservation Economic Development

This series of handbooks describes a number of excellent approaches adopted by Indian reservations and Native Alaskan communities to link their Comprehensive Employment and Training Act (CETA) programs to their economic development activities. The series is the end product of a broader study of CETA and Indian reservation economic development commissioned by the Office of Planning, Evaluation and Research of the United States Department of Labor. In completing the study, Urban and Rural Systems Associates (URSA) of San Francisco visited 27 Indian reservations and Native Alaskan communities across the country and interviewed over 300 individuals from those reservations and from federal agencies such as HUD, HEW, COMMERCE/EDA, BIA, IHS, and DOL. Discussions were held with staff members of the U.S. Senate Select Committee on Indian Affairs and the U.S. House Committee on Interior and Insular Affairs.

Reservation economic development has become the major thrust of the Division of Indian and Native American Programs (DINAP) of the Office of National Programs of DOL, the agency responsible for administering the Indian CETA program. Since 1977, DINAP has set in motion a number of policy initiatives to promote linkages between CETA programs and economic development activities in Native American communities. In addition to encouraging reservations to make creative use of CETA funds, DINAP's efforts include two grant programs--the Native American Economic Stimulus Program (NAESP) of FYs 1977 and 1978 and the Native American Private Sector Initiative Program (NAPSIP) of FY 1979--that have assisted these communities in developing and sustaining new economic development efforts in a wide range of areas.

Representing yet another such initiative, the study of CETA Plans and Reservation Economic Development focused on exemplary uses of CETA by individual reservation grantees and documented those programs or program elements that are successful and relevant to other reservations trying to get the most out of their CETA dollars. Those programs deemed "exemplary" address common problem areas in a unique way that can be broadly applied to similar situations on other reservations.

Phase I of the study resulted in an interim report that discussed the unique problems of Indian economic development, documented the novel and creative uses of CETA programs funds observed on the study sites, and highlighted a number of reservations whose programs were considered exemplary. Phase II returned the study team to the candidate exemplary sites to validate and document initial findings. Discussions with federal and state agency personnel were held to stimulate and promote interagency cooperation and coordination. Finally, the study team has developed and produced this series to guide reservation program staffs in their future planning and development activities. We hope that these handbooks will be the first of a continuous series of documents and training and technical assistance efforts to assist Indian reservations and Native Alaskan communities in their struggle for self-determination and self-sufficiency.

CETA & RESERVATION ECONOMIC DEVELOPMENT

Exemplary Project Handbook: Community-Based Data Collection

BY:

Ernest J. Fazio, Jr., J.D.
Sally Jo Jones, Editor

MAY 1980

This handbook was prepared for the Employment and Training Administration, U.S. Department of Labor, under research and development contract no. 20-06-78-07. Since contractors conducting research and development projects under government sponsorship are encouraged to express their own judgment fully, this publication does not necessarily represent the official opinion or policy of the Department of Labor. The contractor is solely responsible for the contents of this handbook.

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16. Abstract

This manual represents one product of a research and development study commissioned by the Office of Policy Evaluation and Research (OPER) of the Department of Labor. The study examined the relationship between CETA Title III Indian programs and Indian reservation economic development on twenty-five Indian reservations and Native Alaskan communities nationwide. During the study a wide range of materials were collected, and interviews were conducted with over 400 persons. The study analyzed the relationships between the CETA programs and the EDA, HUD, BIA, IHS, USDA, etc. funded economic development activities, and provided a perspective on the state of reservation economic development.

The manual highlights a number of exemplary community-based data collection efforts undertaken by Native American CETA grantees to improve their planning and program development activities. It includes an examination of the problems of inadequate statistics faced by reservation planners in the 1970's, and discusses the efforts

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of the Census Bureau to improve the coverage of reservations in the 1980 census. The experiences of three exemplary data collection efforts are presented together with a suggested approach to data collection which will be useful to interested reservations and Native American CETA grantees in conducting their own efforts.

TABLE OF CONTENTS

PREFACE vii

CHAPTER 1. What Are the Issues? 1

The Population Problems of the 1970s 1
The Challenges of the 1980s 4
Summary 6

CHAPTER 2. The 1980 Census

What is the Census Bureau Doing? 7
What Can Reservations Do? 10

CHAPTER 3. Some Excellent Examples of Community Data Collection by CETA Programs 13

The Spokane Reservation Population Survey: Learning the Population 14
The Oneida Population Survey: Assessing Community Status, Needs and Opinions 20
The Tlingit-Hauda Community Survey: Assisting in Project Planning 27

CHAPTER 4. A Suggested Approach to Coordinated Community Data Collection 33

TASK 1: Deciding to Conduct the Effort 34
TASK 2: Planning the Effort 36
TASK 3: Implementing the Survey 44
TASK 4: Data Analysis and Reporting 48
TASK 5: Planning for the Future 50

Selected Bibliography of Survey Research Resources 51

APPENDIX A: Exemplary Surveys

- Spokane Tribal Population Survey and 1977 and 1978 BIA Annual Labor Force Report 55
- The Oneida Problems/Needs/Wants Survey 61
- The Tlingit-Haida Community Survey 85
- Shoshone-Paiute Health Needs Survey 97

APPENDIX B: 1980 Census Supplementary Questionnaire for American Indians 109

APPENDIX C: A Model for a Community Social Profile 115

1. What Are the Issues?

THE POPULATION PROBLEMS OF THE 1970s

Inadequate Census Taking

During our travels, we were told a story about a reservation visited by the census taker in 1970. The census taker asked the BIA Employment Assistance and Program officers where the people lived on the reservation. They went to a blackboard and drew him a crude map that described the relationship between the three major population centers. He circled the first. "How many people live here?" he asked.

He was told, "About a hundred and fifty."

He circled the second, "How many here?"

"Oh, about the same," they replied.

"The last?" he continued.

"A little bit more," they said.

"So," he said, "you would say that 500 people live on the reservation?"

"That's about it," he was told.

And that was the way one reservation participated in the 1970 Decennial Census. Or at least that is the way it was told to us during our study.

While visiting another reservation, we were told that the local census takers were mostly the wives of non-Indian farmers who leased and worked reservation lands. Apparently these women were not too thorough in conducting the census. As one former VISTA volunteer put it,

> *There were about 50 of us volunteers from all over the country. When the census takers came around, they gave each of us the full treatment. We thought it was strange because so few of the people we were working with were given the full census interview--so few of the tribal members, that is. We were convinced that many people were not counted in the reservation total and that the data were skewed, because we had all been considered and must have had an impact on the demographic profile of the reservation.*

These stories were by no means unique. In our visits to 27 reservations both large and small over the past two years, we found not one where there was any real faith in the population figures from the 1980 census. As poor as the overall statistics on Indian people were nationwide, they were deplorable on almost every reservation.

This was true after the 1970 census. In fact, population projections, if anything, became worse. The most consistently available source of data on the Indian population of a given reservation is the yearly Report of the Labor Force usually prepared by the BIA Employment Assistance Office and verified by the agency superintendent. The following notation to the actual form used by the BIA discredits the accuracy of the report:

> *Few Superintendents are in a position to provide an actual count of the population or labor force although the use of such data by other federal agencies has stimulated tribal interest in data improvement. Where an actual count has not been made, please describe briefly your method of estimating. Where studies from an earlier period have been drawn upon, identify each by title, author, and date and indicate how the data have been updated.* (Emphasis added)

In compiling the figures required by the Labor Force Report, the BIA agency has often relied on the 1970 census and updated the data by what can best be described as "seat of the pants" methods.

Some agencies relied on the enrollment of the official reservation tribes. Such rolls often considerably understate the true population due to the controlling definition of tribal member. For example, the membership criterion based on a level of consanguinity passing from the matralineal or patralineal roots operates to exclude certain individuals because one or more of their immediate ancestors were not members of the tribe. Whole families of full-blooded Indians have thus been kept off of tribal rolls--and, accordingly, from the BIA employment report.

BIA agencies have also used school district rolls, old program files, social services recipient records, church registers, and health records or combinations of these records in completing the form. Each of these sources presents its own problems; taken together, they confused and distorted the situation.

Changes on Reservations

The 1970s were also characterized by dramatic growth and expansion of reservations governments and in the number of people they serve, which served to aggravate the census problem.

Tribal Government Operations. Our research revealed significant shifts in the size, operations, and focus of tribal government operations in all of the 27 study sites since 1970. Prior to the 1970s, those reservations receiving OEO funding had had CAP agencies to coordinate such programs as Headstart, family planning, and perhaps, alcohol and drug abuse programs. For many other reservations, tribal government had consisted of the tribal chairman, the tribal council, and a limited staff to handle its affairs. Very little executive responsibility was assumed.

Since 1970, with their new eligibility for a wide range of federal funding programs, tribal governance structures have become much larger and more sophisticated. It is almost impossible to assess the combined impacts on them of EDA planning assistance, LPW Rounds I and II, Public Works, and Title IX and X, DOL Manpower Development funds and later CETA Titles II, III, and IV, expanded youth funding, and Economic Stimulus Projects and Title VII; BIA business development loans and grants and Indian Action Teams; HUD 701 planning, Community Development Block Grants, and housing programs; NIAAA (now IHS) alcoholism programs, ONAP/ANA programs; and CSA programs (and a limited number of Community Development Corporations). A further critical change occurred when tribal governments became eligible to contract for existing BIA and IHS service delivery responsibilities under PL 93-638. The impacts of expanded educational funding provided for by the Indian Education and Self-Determination Act have also been dramatic. In response to these tremendously expanded funding sources, tribal governments have not only increased in size and operation but have also established a number of new relationships with federal program offices.

Population Shifts. Reservations have also experienced dramatic population increases in the '70s as people have returned home encouraged by the expanded job opportunities, new housing construction, and expanded services (which, after PL 93-638, were increasingly tribally controlled). Highly visible and

relatively low labor-intensive business enterprises such as sawmills, agriculture and aquaculture programs, and commercial operations attracted more than their share of job seekers back to the reservations. New housing became committed long before it was completed, while long lines of housing applicants waited for even newer projects to be funded.

The magnitude of population expansion on reservations during the 1970s can only be surmised until the 1980 census is completed. But one thing seems certain: the 1970s witnessed a counter-shift of Indian migration to urban areas as promoted by the BIA Relocation Program of the 1950s and the unavailability of reservation-based employment opportunities for young people during the 1960s. Of the 27 reservations we visited, over half believed that their populations would double between the 1970 and 1980 censuses. Much of the increase is attributed to the return of former residents.

THE CHALLENGES OF THE 1980s

If the 1970s were characterized by change and growth on Indian reservations and Native Alaskan communities, the 1980s should be characterized by stabilization and the consolidation of that growth. In order to meet the challenges of the 1980s, reservation departments and programs, especially CETA grantees, should develop ways of sharing information and coordinating their activities. One area where such coordination and cooperation should be promoted is in planning.

During the 1970s all planners--economic development, social services, and health--were faced with insurmountable obstacles:

- The inadequacy of population information made it difficult for all agencies to adequately assess community conditions, problems, or needs.
- Different planning and program development priorities made it difficult for planners to coordinate their data-collection, community-analysis, and priority-setting activities.
- The inadequacy of information often made it difficult to plan economic and community development projects that would be fundable by the federal government and at the same time would address the unique conditions of the individual reservation.

As will be discussed at length in chapter 2, the Census Bureau, the BIA and other fedreal agencies serving Indian people, and many reservations and national Indian organizations have worked hard to expand and improve the coverage of Indian people by the 1980 census. If the census is successful in improving population statistics on Indian reservations, reservation planners and program managers will have perhaps their first opportunities to adequately learn of and address the unique needs of and problems faced by their communities and their people. The census should be the beginning of a more coordinated and cooperative process of data collection.

The role that CETA programs play in this process can be vital: the key issue is whether CETA programs will be able to participate as they should. One of the important things we learned during our travels was that CETA is vital to reservation growth and development. CETA PSE participants staff the tribal government, tribal departments and tribal enterprises. CETA classroom, work experience and OJT programs provide important services to reservation and community residents. Special CETA programs such as NAESP and NAPSIP have supported and fostered reservation and community economic development. CETA is also one of the best-known programs on reservations. A 1977 DOL/DINAP survey of 50 reservations learned that CETA was highly visible, and our study of 27 reservations and communities has reconfirmed this fact.

At the same time that we were learning of the importance of CETA funds to reservation development, we learned that many Native American grantees, both consortium and reservation-based, are isolated from other reservation planners and program managers. CETA grantees often have no role in the planning activities of other agencies and do not always coordinate their CETA plans with other reservation manpower planning.

To meet the challenges of the '80s, all reservation programs and departments must find ways to work together. New funding sources will become available while the importance of old resources may diminish. For example, current budgetary discussions suggest that the HUD 701 Comprehensive Planning Program, which has provided almost $1 million per year in planning funds to Indian reservations, will be phased out. At the same time, there are indications that reservations may become eligible for the Urban Development Action Grant Program--a major effort to encourage private sector investment in community economic development.

Suggested EDA Indian planning and public works fund levels are projected to be the same as they have been for a number of years, but reservations will be eligible for the new EDA Business Development Finance Loan program once it is operational. Also, the CETA program can be expected to experience budget shifts--an acceleration of the trend (begun in FY 1980) away from the public sector focus of Title VI PSE and toward the private sector focus of NAPSIP and the Targeted Jobs Tax Credit. These changes and others will present reservation planners and program managers with a new range of problems.

Coordination and cooperation cannot be established easily. But you have to start somewhere. Chapter 3 contains descriptions of three different efforts in which CETA programs participated with others in learning about their communities and their people. Each effort was a valuable exercise in coordinating some important activities and gathering data useful to on-going planning. And, they are examples of strong CETA involvement in planning and program development.

SUMMARY

The 1970s were characterized by growth and change on many reservations. However, because of the lack of adequate statistics, reservation governments were rarely able to document that change and to adequately plan for the future. The 1980 census will, it is hoped, correct some of these problems.

The challenge of the 1980s will be to use the 1980 census to better learn about the problems and conditions of reservation people and to develop programs and enterprises to meet their needs. CETA can and should be a vital force to participate in reservation development. To maximize the role that they take, Native American grantees should seek out ways in which they can participate with other reservation-based planners and program managers. One way we found to be effective was in the area of community-based data collection. The remainder of this handbook is devoted to helping interested Native American CETA grantess to initiate and participate in such activities.

2. The 1980 Census

WHAT IS THE CENSUS BUREAU DOING?

Census day for the Twentieth Decennial Census of Population and Housing was Tuesday, April 1, 1980. At that time, the Census bureau attempted to count all of the people living in the United States together with all of the housing units. In contrast to previous censuses, the bureau made a major effort to improve the coverage of Indians and Native Americans. Toward this end, the bureau

- increased the number of reservations covered,
- improved the geographic coverage of reservations,
- involved Native Americans in a special minority statistics program, and
- established a sepcial questionnaire for American Indians living on reservations.

Increased Number of Reservations Covered

With the assistance of tribal governments, the Bureau of Indian Affairs, other federal agencies, and state governments, the bureau significantly increased the number of reservations to be considered as such for the census. A total of 269 reservations were identified--a significant increase over 1970 coverage, which included less than 200 reservations. The bureau also took into account the increases in number and population of Native Alaskan communities since the 1971 Native Claims Settlement Act and its accompanying land distributions.

The bureau has remained silent on the impact it expects this fuller coverage of reservations to have on the eventual Indian population totals. It is clear, however, that numerous reservations will register dramatic increases over 1970 when they relied solely on BIA coverage.

Improved Geographic Coverage of Reservations

A second major effort of the Census Bureau was the attempt to secure maps that depict as accurately as possible the legal boundaries of reservations. Again the bureau elicited the support of the BIA, states, and tribal governments. Such

maps will go far to rectify oversights and inaccuracies that have benefited local off-reservation governments in the past. Reservation-based tribal officials were asked to review the maps prepared for their reservations, particularly those siting roads and trails. The accuracy of the maps will bear directly on the success of the enumerators in locating reservation households during field operations.

Part of the geographic effort involved the establishment of enumeration distribution boundaries (Census Districts) within reservations. Responding to direct requests, the bureau gave 80 of the larger and more populous reservations the opportunity to participate in the 1980 Census Enumeration District Program. Participating reservations will receive census data that corresponds to tribally determined subdivisions such as council districts or chapters. They will thus be able to more adequately plan and manage their programs and will be free from past reliance on state or county designations that have no relevance to reservation life.

The Minority Statistics Program

Established to encourage minority people to cooperate with the census, the Minority Statistics Program should help track minority populations more accurately than has been the case in the past. The program sought to inform minority communities of the benefits of accurate census statistics, to gain the participation of minorities in improving the 1980 effort, and to provide opportunities to insure broader minority coverage. Indians and Native Americans were contacted by bureau officials, and many participated in planning efforts since the mid-1970s.

Perhaps the most interesting element of the program is its community services component. A group of Community Services Specialists (CSRs) stationed in the twelve regional offices of the Census Bureau attempted to seek out and maintain liaison with community leaders. The program widely distributed a range of information, usually contained in brochures, encouraging all Indian people to cooperate with the census. Urban Indian centers and other urban-based programs as well as reservations participated in this effort.

For reservations, one critical role of the CSR was to recruit Native American enumerators to assist in the important canvassing operations of the census. Because, as the bureau learned, many problems of the 1970 census could have been avoided if community members had been involved in collecting data, this measure should go a long way in improving the census. Numerous tribes were successful in getting tribal members approved as census enumerators.

Special Questionnaire for Indians Living on Reservations

After learning from many tribal, state and federal representatives that the normal census questionnaire was irrelevant for reservation life, the Bureau of the Census developed a supplementary questionnaire to "reflect the unique living conditions present on many American Indian reservations." Tested on the Ute Mountain and Southern Ute Reservations in Colorado in 1978, questionnaire was used on all federal and state reservations in households with at least one Native American. All persons in the house, regardless of race, will be asked the questions through face-to-face interviews. As many census takers as possible were selected from reservation tribal members.

Titled "1980 Census Supplementary Questionnaire for American Indians (Reservations and Historic Areas of Oklahoma)," the questionnaire consists of 29 questions. Twenty of the questions concern the individuals living in the housing unit; nine concern the building itself.

Questions on the building ask about its age, the source of water and sewer systems, heating, lighting, flooring, construction materials, and its kitchen facilities. Personal information asked of everyone in the residence included tribal affiliation, reservation enrollment, schooling, services received (especially health services), employment, benefits received, and income.

The results of this questionnaire will be vital to every reservation throughout the 1980s. The up-to-date information gathered will assist reservation planners, service providers and tribal councils as well as federal funding agencies.

WHAT CAN RESERVATIONS DO?

A number of reservations were closely involved with the Census Bureau and the BIA over the past few years in establishing the special census programs discussed above. Care was taken to define boundaries and districts as clearly as possible. Many Indian CETA programs worked to identify and encourage tribal members to seek out jobs as enumerators. These and similar activities ongoing for some time have, it is hoped, served to make the census much more accurate.

Census accuracy is, however, only one aspect of the population problem that reservations faced during the 1970s. Another aspect was the inaccuracy of the BIA Annual Labor Force Reports. The challenge of the 1980s will be to insure that the reports reflect the true employment, labor force, and unemployment figures on reservations throughout the period 1980 to 1985 (when the next census is, under current plans, going to be conducted) and afterwards.

The question is: What can reservation governments do to best serve their interests? During our travels, we observed at least two separate approaches to insure that the advances gained through the new 1980 Census procedures will not be lost.

- The IDDA Task Force--The Indian Development District of Arizona represents the interests of over 20 Arizona tribes in a wide range of areas including EDA planning and CETA consortium sponsorship. With regard to the census, IDDA set up a special task force to deal with the actual process, and to remain in contact with the Census Bureau and its representatives once the census process has formally concluded. Also concerned about future BIA labor force report activities, the task force will be working with the BIA to insure the continued integrity of the 1980 census.
- The Spokane Reservation Population Survey--The Spokane tribe through its CETA grantee, the Eastern Washington Indian Consortium, conducted a survey of the reservation population, the results of which were adopted by the BIA agency as the 1978 labor force report. The BIA and the tribe are committed to repeating this process on a regular basis to insure that BIA reports accurately reflect the actual population of the reservation. The process that Spokane used and some of the results they achieved are discussed in the next chapter.

Both of these efforts are examples of how reservations and consortia can work with the Census Bureau and the BIA to maintain accuracy in population statistics. By adopting similar strategies, other reservations will be able to gain the same benefits.

This handbook is concerned with more than problems of population however. It is also devoted to data collection and planning and to assisting reservation programs in organizing and cooperating around those activities. It is with this in mind that we move on to the next chapter.

3. Some Excellent Examples of Community Data Collection by CETA Programs

During our field work, we observed a number of interesting examples of data collection and survey taking. Each is an important example of the key role that CETA programs should play in improving the information they have on their populations and the available employment opportunities. In two cases, the endeavor was also successful in yielding some excellent information on the community members' concerns and needs. The data have been used to update and clarify plans and program activities, and have even led to the development of new programs to serve reservation needs.

The exemplary data collection activities reported here include:

- The Spokane Reservation Population Survey, conducted by the Eastern Washington Indian Consortium and the Spokane Tribal CETA Program;
- The Oneida Reservation Problems/Needs/Wants Survey, conducted by the CETA Program and the Planning Department of the Oneida Tribe of Indians of Wisconsin; and
- The Tlingit-Haida Community Survey, conducted by the Central Council of the Tlingit-Haida Title VII CETA Planning Team.

Each of these efforts is different, launched to serve different needs and conducted in different ways. But, all are good examples of means which the CETA program can imporve its information base, assist the reservation, and promote coordination among programs. As such, they represent exemplary projects with key elements that can be used by interested reservations, consortia, and communities to improve the data bases that in part control planning, funding and programming.

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THE SPOKANE POPULATION SURVEY: LEARNING THE POPULATION

The Spokane Reservation population survey represents an attempt by a Tribal Council and its consortium CETA grantee to upgrade the overall reservation population and statistical base. The process chosen for the survey included a careful selection of field interviewers and the coordinated development of a questionnaire. The survey experience was so positive that the Tribal Council and the BIA agency have agreed to regularly undertake similar efforts to update the BIA Annual Labor Force Report.

Background

The Eastern Washington Indian Consortium (EWIC) is the CETA administrative arm of the Spokane, Yakima, and Kalispel Reservations of Washington and the Coeur d' Alene Reservation of Idaho. EWIC's line of authority rests with an eight-person board of directors made up of two members from each of the tribal councils. The four participating tribes vary significantly in size and sophistication, ranging from the 181-member Kalispel Tribe to the 6,300-member Yakima Nation.

Since its formation in 1974, EWIC has worked to create a strong cooperative relationship among the tribes, promoting many types of pan-tribal development. At the same time, EWIC has stressed the individual administrative primacy of the four tribal councils that make up the consortium. EWIC is one of the few grantees with a research director to work with the board of directors and individual tribal planners in the search for additional sources of funding, thus linking CETA with economic development planning.

At the Spokane Indian Reservation, organized planning and economic development have been ongoing for some time. A $6.7 million land claims settlement awarded the tribe in 1967 has been used for a land purchase program, tribal investments (especially in timber), a scholarship fund, and a tribal credit program. The settlement gave the tribal council and its staff confidence in the future of the reservation. Eventually, the council members received full-time salaries, and the council itself expanded from three to five members as the workload increased due to tribal expansion and development. More recent development efforts have included:

- Agricultural Development--Two EDA Local Public Works grants and a major Bureau of Reclamation grant (settlement of claims against the Department of Interior) have been used to finance a major farm project which was the tribe's number one priority for several years. It was supported by a 1977 NAESP grant from DINAP.
- Trading Post--An EDA-funded market/trading post opened in 1979 and has been supported by CETA PSE slots.
- Mineral Development--The tribe leased land for the Sherman Uranium Mine to Western Nuclear, Inc., of Denver and secured in the lease several important concessions, including preferential hiring for tribal members. The impact of mining operations is being monitored by the Planning Department.

Development of the Spokane Reservation has created its own level of stress as services, housing, and the infrastructure development have lagged behind. The increased employment opportunities have drawn many people back to the reservation. Tribal employment alone grew from 88 in 1971 to 270 in 1977, and the overall umemployment rate fell from 65% in 1971 to 23% in 1977. The Spokane Tribal Council was and is very aware of the need for a comprehensive and integrated approach to human, natural, and financial resource development. Its primary goal is to protect the tribal way of life while creating jobs and employment opportunities for those who have chosen to move back to the reservation.

The Survey/Census

The early 1970s saw a dramatic increase in on-reservation population due to the return of tribal members who had left seeking employment elsewhere. It became apparent that they brought with them unexpected needs for services and housing. Since the reservation suffered from the poor population statistics documented earlier, the need for an accurate count of the reservation population and a survey of resident concerns were apparent.

The problem came to a head in 1977, when it became clear to EWIC that the annual BIA reports in no way reflected the situation on the Spokane Reservation and were useless for planning purposes. EWIC approached the tribal council and

the local BIA agency early in 1978, and both agreed that an updated survey of the population would be a good idea. EWIC proposed to conduct the survey drawing on the tribe's own PSE resources. The issues that EWIC had to resolve in conducting the survey were:

--Who would be asked?
--What questions would be asked?
--How would the survey be conducted?
--What would happen to the results?

Who Would Be Asked? The problem facing the EWIC was a considerable one. Many people had moved back to the reservation and were living in recently constructed quarters. Others had moved in with friends or relatives and were waiting to move into housing when it became available. It was agreed that, in order to get the information desired, every single household on the reservation would have to be surveyed. To get an accurate count of the population, everyone living on the reservation had to be counted. Once this decision was made, it shaped all of the remaining decisions.

What Questions Would Be Asked? If all residents were to be included in the survey, the survey instrument could not be too long. At the same time, the survey was to give the reservation an opportunity to gain some valuable information about the Spokane people. Care had to be taken to develop an instrument that could yield a wide range of information. In developing the survey, the EWIC took the following steps:

- Step 1--The BIA Labor Force Report. Everyone had agreed that the survey results would replace the normal BIA reporting process. Therefore, the survey questions had to gather the information contained in the labor force report. The questions required by the labor survey included the number of people by sex and age, the numbers of people employed by sex, whether unemployment people were looking for work, whether there were any disabled people in the household, and whether those employed earned more or less than $5,000 per year. The first five questions on the final survey instrument gathered all the information needed for the labor force report.

- Step 2--Assisting the Planners. EWIC wanted to give the various programs at the BIA agency and the tribal staff the opportunity to gain information from the survey. Each department was informed of the survey and asked whether there was any information they needed for their own reference. Responses were to be submitted to the EWIC office. Replies were received from the Indian Health Service, the Roads Division, and the Housing Division of the BIA. The tribal council and planning office were also anxious to receive similar information. Questions were worded in such a way as to provide everyone with information they desired.

  The IHS wanted information on non-Indian spouses and/or nonenrolled dependents to see if there were any people, especially children, who were not eligible to receive health services from the IHS. Tribal roads was concerned about road usage and the number of vehicles operating on the reservation. Housing was concerned about home ownership and rental patterns, the types of structures being used, and the age of housing. Both Housing and the tribe were concerned about housing land usage and wanted an update of the Household Directory Map to locate all new housing.

- Step 3--Dealing with EWIC's Concerns. EWIC had some direct concerns of its own. For some time, it had been concerned about unemployment of many reservation women, whom the BIA Report had not counted in the labor force because they were housewives. EWIC wanted to know if more women would seek employment if child care were provided. The tribal council was not convinced that child care was needed or wanted and was concerned that it might hurt families. Therefore, a question was posed to housewives, asking them whether they would work if day care was available.

  A final question involved internal communication. EWIC wondered how many people had telephones on the reservation.

The process took three to four weeks and produced a one-page survey of 13 questions. The Spokane Tribal Manpower Survey (see Appendix A for a copy) is the simplest of the three surveys discussed in this handbook. At the same time, it provided critical information for the tribe, the BIA, and the EWIC.

How Would the Survey Be Conducted? The Spokane Reservation has three major population centers located at some distance from each other. EWIC was convinced that only well-known community residents could gather the needed information for two reasons: 1) a resident of a given community would know where all of the newer houses were located, thus insuring that the overall survey would reach each reservation household; and 2) reservation families would be more likely to respond to an inquiry from someone with whom they were familiar and would not feel that the survey was an invasion of their privacy. Thus, EWIC selected four well-known, middle-aged women who were lifetime residents of the reservation to conduct the survey in their respective areas. They were selected because they would be recognized by the widest range of people--both young and old--in their areas and would be very familiar with the communities and the recent changes.

Some time was spent in training the women to use the survey. One important element of the survey was to identify the new homes that were not on the BIA Household Directory Map and to update the map by pinpointing their locations. The surveyors were trained in the use of the instrument and in updating the map.

Two weeks were spent in conducting the survey. Each household on the reservation was included. The care that had been taken in developing the survey instrument and in selecting and training people who were the best suited to conduct the survey went a long way in guaranteeing its success.

What Happened to the Results? After the data was collected, it was compiled and analyzed by the survey coordinator, a CETA Intern who later became a full-time member of the EWIC staff. The process of analyzing the survey, which involved little more than tabulating the results and reporting them, took two days. The results of the survey were as follows:

- Labor Force Report. The 1977 BIA Labor Force Report, which suggested that the total resident Indian population was 1,346, had understated the actual population by almost 40%. The survey found that 1,851 Spokane people lived on or adjacent to the reservation. The updated figures became the basis for the 1978 Labor Force Report. (Copies of the 1977 and 1978 reports, which demonstrate the importance of the survey, are included in the appendix).

- Day Care. The question of day care received an enthusiastic response. Of the 164 women who were of childbearing age and not in the labor force, 103, or 63%, admitted that they would work if day care facilities were available. This convinced the tribal council that day care facilities were needed, and a program was set up to address that need.

- Housing Survey. The Household Directory Map was updated to show all of the recent housing additions on the reservation. This map directed the 1980 census effort on the reservation. It has also provided important information to the tribal council and its planning staff, who are in the process of developing land-use regulations to control any future development.

- Age Levels. One of the most dramatic findings of the survey concerned the number of young people on the reservation. The 1977 Labor Force Report projected only 330 youth under age 16 out of a population of 1,346. Under the BIA figures, these young people represented only 24.5% of the reservation population. In contrast, the Spokane Population Survey found that over 35% of the reservation population, or 649 of 1,851 residents, were under the age of 16. This finding has caused all departments in the BIA agency, the tribal council and its government staff, and the EWIC to begin looking to long-term plans to generate employment opportunities for this youth group, which will be entering the labor force in significant numbers over the next few years.

Summary. The Spokane Population Survey represented a cooperative effort between EWIC, the Spokane BIA agency, and the Spokane Tribe. It served to confirm the suspicions of many residents that the reservation population was much larger than the BIA estimates and helped to establish a new process for accomplishing BIA Labor Force Report updates. The tribal council found it to be an important source of information about the people and their concerns--so important that they are committed to repeating the survey every few years to learn of the needs and interests of the people and to maintain an accurate estimate of the reservation population. At least one new program--day care--was established as direct result of the survey. Thus, the survey was more than a data-gathering effort: it became an important reservation activity that served to bring several agencies together and to highlight the future issues that the Spokane people must confront.

THE ONEIDA POPULATION SURVEY: ASSESSING COMMUNITY STATUS, NEEDS & OPINIONS

The Oneida Population Survey is an example of a highly structured and lengthy survey instrument to gather a wide range of information. The goal of the survey was to provide data useful to the reservation planners in the development of the Oneida Nation Comprehensive Plan. The process used to develop, administer, and report on the survey was focused on learning the concerns and expectations of the reservation residents for themselves, their families, and the reservation community.

Background

The Oneida Reservation is located outside of Green Bay, Wisconsin on 2,600 acres of land--all that remains of the 65,426-acre reservation established by the treaty of Green Bay in 1838. By the 1920s the ravages of the allotment policy had reduced the reservation to a few hundred acres. Reorganized under IRA, a small portion of the land base was re-established to include the current holdings.

Although they have very little land, the Oneida Tribe of Indians of Wisconsin has pursued an aggressive development policy that has resulted in the creation of:

- A Nursing Home-Health Clinic Complex funded through a unique mix of sources including Hill-Burton, EDA, CETA-NAESP, foundation grants, and church donations. The complex represents the culmination of nine long years of work by a group of dedicated tribal members and the continuous support of the tribal council and the Oneida people.
- A Tribal Trash Removal Service funded mainly through CETA PSE funds. This enterprise orignially was established to serve reservation residents; over time it has expanded to serve the nearby off-reservation communitites. Since the enterprise has begun to succeed, only a few PSE positions have been needed, and plans are for the trash service to become totally self-sufficient over time.
- Other major efforts include an industrial park which has the potential for development, an agricultural cooperative project to provide food for tribal members; a development corporation, which has constructed numerous homes and public works facilities; a successful smoke shop; and a very lucrative bingo game project.

Even with such development, for years the Oneidas had no adequate facilities to house their various programs and no source of funds for a central administrative structure. The business committee members were unsalaried, and during our 1978 field trip, even the tribal chairman and the tribal secretary were temporarily without any salary support. This situation created serious administrative problems. There was no way to coordinate policies and programs, and the business committee had no way of adequately reviewing program performance.

In 1978-79, the tribe sought to bring its many diverse projects together administratively. It established an indirect cost rate and used funds from some of the more successful enterprises to place the business committee on a salaried basis. As mentioned in the 1979 Oneida Nation Comprehensive Plan, this move "greatly improved knowledge and management of the tribe's programs as well as overall tribal decision-making."

One other important element in bringing the management of the tribe together was the survey of reservation families conducted by the Tribal Planning Office with the assistance of the CETA program and other tribal agencies. As with other reservations, the available statistics on the reservation population, especially Oneida tribal members, were quite poor. The population had not been adequately surveyed since the 1930s. Planners needed to find out what the people felt and needed, and what the condition of the reservation was, and what it should be.

The Oneida Problems/Needs/Wants Survey

> *The survey was designed to find out from Tribal members what they thought about present programs and services offered by the Tribe as well as the quality of Reservation life. It further sought to determine how residents would like to see things develop in the future. [The results of the survey are] intended as a policy guide that will be useful in making the best possible decisions about physical and social development on the Reservation. The use of the problems/needs/wants survey was one method utilized to insure that [the Oneida Nation Comprehensive Plan] would reflect the viewpoints of all Oneidas. The information of this section, from the survey, will indicate policies that need to be developed or changed. Furthermore, since the survey was administered to such a large group of Oneida households, the responses to problems and issues reflect the thoughts of many, not just a few individuals. With Tribal policies developing from this community is assured that these policies are directly reflecting the desires of the Oneida people.*
>
> 1980-85 Oneida Nation Comprehensive Plan, p. 86

In early 1978, the Oneida Tribe was faced with a series of problems. The long-term priority of the tribe--to reacquire the lands lost through the allotment policies of the 1800s and early 1900s--was threatened by the increasing suburban expansion of Green Bay, Wisconsin. The on-reservation population was growing as tribal members decided to move back to their homeland. The early enthusiasm surrounding the development of the tribe's EDA-funded industrial park was waning. Green Bay's Packerland Industrial Park, situated adjacent to the tribe's, had over 40 tenants while the tribe's had only one. A multitude of projects and services were being provided to Oneida tribal members, but there was no way of knowing how well these services were received and what additional services were needed. The tribe had numerous opportunities that it could pursue, but there was little or no way of adequately determining which ones were supported by the community.

Beginning in the spring, the Oneida Planning Office, funded by HUD 701 planning funds and Community Development Block Grant funds, sought to learn the problems, needs, and wants of the tribal population. They discussed their plan with other tribal programs, and it was decided that they would conduct a survey of tribal members. They realized that in conducting such a survey they would have to consider:

- What kind of questions do you ask?
- Who does the asking?
- Who do you ask?
- What do you do with the answers once you get them?

They tried to answer these questions one by one. The survey that resulted was by no means perfect, but it did represent an attempt to bring the Oneida people closer to the tribal government. Let us analyze these questions ourselves.

Preparing the Questionnaire. Four steps were involved in preparing the questionnaire:

- First, the Planning Office asked the other programs and departments to submit the questions they wanted included in the questionnaire;
- Second, a questionnaire was prepared and submitted to the departments and agencies for their review;

- Third, the approved questionnaire was coded so that it would be applicable to automated data processing should there be a desire to obtain cross tabulations or special analyses. The planners then took the questionnaire over to the University of Wisconsin at Green Bay to ensure its compatibility with their computer system and to reserve time for the future analysis of completed questionnaires,
- Fourth, the questionnaire was pretested in-house by conducting interviews with planning staff members. (This method was also used to train the interviewers selected to conduct the survey.)

The questionnaire took two months to prepare. The final, 27-page instrument (see Appendix B) is tailored to the unique circumstances of the Oneida Reservation. Specific questions are included about the various programs operating on the reservation; about the future expectations and desires of tribal members regarding development, services, and tribal government; and about those problems or issues with which tribal members were most concerned. The final questionnaire is organized into ten sections each of which deals with a specific area of interest:

- Population Demographics--individual and family history, age, sex, tribal membership;
- Housing--the housing unit and its amenities;
- Transportation--modes of transportation used, road and street conditions, traffic problems;
- Health/Health Services--general health information, adequacy of reservation facilities and services, problems with obtaining desired care;
- Social Services--adequacy of available services, perceived need for additional services;
- Recreation--adequacy of on-reservation facilities;
- Expectations--life goals for individuals and perceived chance for success, problems currenlty being faced by individuals;
- Local Government--community opinions regarding tribal government and its operations, priorities for tribal action;

- Reservation Community--priorities for future community action, resolution of reservation-wide issues.

In developing the survey, the Planning Office had relied on several of the other agencies as well as outside assistance. The final instrument can be used any number of times to update the Oneida Tribe data base.

The Survey Respondents. Originally it was hoped that the survey would reach all tribal members; but the project was under time, money, and personnel constraints, and compromises had to be made. Eventually, 140, or approximately 40%, of the 357 reservation-based tribal households were surveyed. No special sampling plan was used. However, care was taken to ensure geographical representation; that is, tribal members from all communities on the reservation participated. The survey is considered statistically accurate for the tribe's pusposes, and the wealth of data it provided has been quite helpful.

Administering the Survey. Due to the length and complexity of the questionnaire and the experience of prior unsuccessful attempts to get a decent response from mail-out surveys, it was determined that face-to-face interviews would be conducted. It was also clear that only tribal members could serve as interviewers. At this juncture, the Oneida tribal CETA Program became critical to the effort. The CETA director had worked together with the Planning Office from the outset to ensure that the questionnaire would be adequately administered. Once they determined that six interviewers would be needed, the CETA office identified, screened, selected, and assigned the survey takers to the Planning Office. They were funded through CETA program resources.

The survey takers assigned to the project were young tribal members (in contrast to the Spokane survey). They were provided information on how to approach people, how to ask questions, and how to fill out questionnaires. Survey takers were trained by administering questionnaires to each other and to other agency staff members. The actual survey was conducted during the summer of 1978.

Analyzing the Survey. The survey was analyzed during the late summer and fall of 1978. Each question was analyzed by aggregating the number of responses in each category and assigning percentages. The resulting information provided some dramatic insights:

- 91% of the respondents felt that building a self-sufficient community should be a high priority;
- 86% of the respondents agreed that the reacquisition of tribal lands should be the tribe's major development priority;
- 69% of the respondents felt that the tribe should try to control the development of non-Indian housing on or near the reservation;
- 42% of the respondents felt their homes were inadequately insulated;
- the unemployment rate for the reservation was 27% (slightly above the 21.7% rate cited by the BIA figures of 1978);
- 45% of the respondents indicated that two members of their households had alcohol problems, and 95% felt that alcohol and drug abuse were the major social problems on the reservation;
- while 85% of the respondents were satisfied with the recently opened health clinic, 85% felt that the reservation lacked adequate emergency medical services; and
- surprisingly, over half of the respondents said they would be willing to make tax payments to the tribe to pay for government services or land acquisition.

These findings directed the development of the Oneida Nation Comprehensive Plan. The business committee also found the results useful in addressing the concerns and priorities of its members. Tribal programs and departments obtained feedback about the services that they provided, information on the major concerns of their clients, and insights into the hopes and aspirations of a large portion of the Oneida people.

Summary. The Oneida Tribal Problems/Needs/Wants Assessment provided tribal government with a wealth of information about its members that had been unavailable for some time. It served to control the development of the tribe's five year comprehensive plan and to gain community support for the implementation of the plan. The Oneida CETA program gained important information on the employment needs, skills, and aspirations of the tribal members. The program also played a major role in the success of the survey by assisting in and promoting its development and by providing the necessary manpower to get the job done.

The survey was by no means perfect. Some felt that the questionnaire was too long and cumbersome. Others felt that tribal employees were overrepresented in the survey population. Others hoped that more specific information would be forthcoming. While all of these criticisms are accurate, the Planning Office reported that the tribal programs were using the survey results in their planning and grants activities. In short, a consistent body of statistics on the Oneida Reservation and its population was available for the first time since the 1930s. All in all, the Oneida Tribe saw it as a valuable and important effort.

THE TLINGIT-HAIDA COMMUNITY SURVEY: ASSISTING IN PROJECT PLANNING

The Tlingit-Haida Community Survey is an example of survey data collection tied to an individual project application--in this case, an application for the Native American Private Sector Initiative Program. The survey method was adopted to gain community input in a short, tightly scheduled planning process. It is offered here as an example of both creative data collection and serial surveying to arrive at community consensus while gathering important information.

Background

Each Indian reservation and each Native Alaskan community and region is unique in its own rights. At the same time, there are strong similarities and distinctions between Alaska and the lower 48. To some people the distinctions outweigh the similarities. It has been suggested, for example, that the differences in land ownership and use patterns and in the relationships between native peoples and the state and federal governments are so great that Native Alaskan regions and communities can learn little from Indian reservations, and vice versa. However, the planning and program experiences of CETA Indian grantees in Alaska and the lower 48 can and should be shared to the ultimate benefit of all concerned. Here, therefore, is a discussion of the unique experience of the Central Council of the Tlingit and Haida Indians of Alaska (CCTH).

The CCTH was formed in 1965 to administer the $7 million land claims settlement of the Tlingit and Haida Indians from the U.S. government to compensate for the lands lost to the Tongass National Forest. The CCTH must answer to an assembly of representatives from the 20 predominantly Native Alaskan communities of the southeastern, or "panhandle," region of Alaska. The current 75 Tlingit and Haida delegates meet annually in the spring to review CCTH activities or the past year and to set priorities and direction for the coming year. The council is administered day to day by an executive director who answers to a president and board of directors selected by the delegates. Thus, CCTH is a nonprofit quasi-governmental entity that provides services to the native communities of the southeast region. Operating as an intertribal council of sorts, the CCTH assumes

the manpower and economic development planning responsibilities for the region. In addition, through the Southeast Agency it assumes BIA PL 93-638 contracting responsibilities. Incorporated separately from the CCTH but associated with it are a federal credit union, an electric authority, a housing authority, a regional health corporation, and a combined fisheries, agricultural, and forestry authority.*

The Indian CETA program of Southeastern Alaska, operated by the Manpower Division of the CCTH, has supported a wide range of community and regional development activities. CETA coordinators in the communities serve important staff functions for both the village corporations and the IRA councils (the two entities--one corporate and one municipal--serve Native Alaskan interests at the community level). CETA PSE participants served as economic development coordinators during the development of community Overall Economic Development Plans, and PSE participants have served on the staffs of the regional health corporation and the housing authority. Due to the uniqueness of Alaska and its land claims settlement, however, PSE participants have not been eligible for subsidized employment in village or regional corporation enterprises.

Direct CETA support of economic development projects has been limited to NAESP and NAPSIP. CCTH received NAESP grants from DINAP in four areas: hotel/motel management,agriculture/forestry, aquaculture, and paramedical. Each of these grants has assisted in the overall development of the region and has helped native workers to take their place in Southeast Alaska industries. In completing its NAPSIP grant application, the CCTH Manpower Division adopted an exemplary planning process (reviewed in another handbook in this series, "Participating in Economic Development) which contributed to the application's high rating among all those submitted. One critical component of the application was the unique data collection efforts undertaken by the Manpower Division to learn of community needs and priorities and to gain community support for the application. The following is a discussion of those efforts.

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*It should be noted that CCTH is wholly separate and distinct from the southeast regional for-profit corporation, Sealaska, one of 12 such entities created by the Alaska Native Claims Settlement Act of 1971 to administer the land and money issuing from the settlement. These corporations are forbidden under the legislation to distribute the proceeds of any investments to meet the health, education, or social services needs of the people in their region.

The Data-Collection and Priority-Setting Surveys

When the Manpower Division of the CCTH received the NAPSIP Title VII grant announcement, they, like a number of other Native American grantees, realized that the initiative presented an opportunity to support and assist local native-owned or -operated businesses. They saw that the Private Industry Council concept could be important in linking private and community-owned enterprises with the CETA program and its training resources. At the same time, they foresaw some real problems: How could they involve all 20 communities in identifying needs and setting priorities? How could they identify the native-owned and -controlled businesses that would eventually be supported by Title VII and find out if they wanted to participate? And, how could they do all that; organize a PIC, prepare an application, and still meet the DINAP deadline for submission of applications?

One answer was to prepare and distribute a series of survey questionnaires that would provide information needed to support the application. Another was to administer the surveys in a way that would take into account the unique situation facing the CCTH. The process adopted had four basic elements:

- First, since travel to and from most Southeast Alaskan communities can be accomplished only by air or water and only at great expense, it was decided that surveys would be mailed.
- Second, in order to determine what the program direction should be, a survey would be sent out to the village corporations and local native-owned businesses to gain critical manpower statistics, to solicit interest in the application, and to learn of special interest in serving on the PIC.
- Third, after the response had been received, the PIC formed, and the program options identified, a survey was to be prepared to allow communities to set their own priorities among the range of program options selected by the PIC.
- Fourth, a rigid time schedule would have to be followed in completing all the steps.

Therefore, nonprofit entities such as CCTH have assumed the major responsibility for providing services to native communities in the absence of state programs. Like reservations in the lower 48, the Alaskan nonprofit corporations must rely heavily on the federal grant-in-aid system to provide services.

Manpower Data Collection. Beginning in early March, the Manpower Division prepared two versions of a short manpower survey--one directed at village corporations and the other at Native-owned profit businesses. Both versions asked the same basic questions: what were the names of the business enterprises controlled by the respondent, would the respondent like to participate in the Title VII program, what were the current employee levels in businesses that would like to participate, and what were the expansion plans, if any, for the future. Accompanying the survey was an assignment to each community CETA coordinator to identify the Native-owned businesses in the community.

Within two weeks, a sufficient number of questionnaires had been returned to provide the Manpower Division with much of the information it needed. Through the survey, the division obtained:

- an indication from all village corporations that they were interested in participating;
- a master list of Native-owned or -controlled businesses organized by community;
- a general sense of the labor force needs and expansion plans for businesses; and
- a range of potential program areas for the application.

Perhaps most importantly, all communities in the region had participated in planning at this early stage in the application process--a noteworthy accomplishment in and of itself that probably went a long way toward ensuring the communities' continued participation.

The findings of this initial survey were used by the project planner to begin to structure the application. She drew up a membership list for the Private Industry Council from the community village corporations and IRA councils who had indicated on the survey that they had the time to participate. Final PIC membership was determined by the president of the CCTH.

Priority Setting. The PIC met to determine the range of program areas to be considered. In doing so, they relied in part on the community manpower survey feedback on specific areas of community concern. They also relied on the various

economic development planning documents--OEDPs, block grant proposals, development plans, etc.--prepared by and for the individual communities. The PIC identified five separate program areas: Administration/Finance/Business Development, Natural Resource Development and Planning, Fisheries Development, Tourism Development, and Small Local Business Development. Each area outlined specific project ideas, including suggested types of training programs that were desirable or feasible.

After the PIC determined these program options, a survey form was developed to enable the communities to set their individual priorities. Each community was asked to rank each program area and each project idea within program areas. The survey was mailed out to the community village corporations or IRA councils (depending on which body was representing the community in the Title VII process). Within one week, responses were received from all but three communities (each of which was represented on the PIC.)

By analyzing the community responses, the Manpower Division learned which program areas and project ideas were given the highest priority by a consensus of the communities. The Title VII application was developed according to those priorities. In one final step of community participation, materials describing the process and content of the Title VII application were presented to the annual meeting of the CCTH prior to the submission of the application to DINAP. The approval and support of the 75 delegates highlighted the application process.

Summary. The Southeast Alaska Survey effort differs from those of the Spokane and Oneida in several ways. First, it was tied mainly to the development of one project and was not concerned with learning any general information about the communities. Second, it was administered by mail rather than through face-to-face interviews. Third, it was concerned with a community consensus rather than individual information or opinion. However, for the information it provided, the Tlingit-Haida experience was valuable. For example,

- The information generated by the surveys facilitated the development of a successful application in a relatively short period of time.
- The inventory of Native-owned businesses has been used by the CCTH in several other areas, including OEDP development. Also, several state and federal agencies have requested copies of the list.

- The broad community participation process used, which involved communities in a meaningful manner throughout the application period, should go a long way in promoting project success.
- The experience gained in the effort has prompted CCTH to seek out Balance of State Title VII funding to support small business by training community-based business paralegals. CCTH expects to be successful in gaining this additional Title VII money.

This chapter has described the experiences of three Native American CETA grantees in planning and conducting coordinated community data collection efforts. Each grantee chose to structure its effort to meet its specific data needs and to accommodate its own special community and social situation.

In the following chapter, we will draw on these experiences in presenting a general approach to planning and conducting community-based data collection efforts for use by consortial and reservation-based Native American grantees.

4. A Suggested Approach to Coordinated Community Data Collection

In presenting a suggested approach to coordinated community data collection, we recognize at the outset that each reservation or consortium-based CETA grantee is unique. Where possible, we have tried to discuss the range of options available. Many of those options are drawn from the experiences of the exemplary programs described in chapter 3 as well as from several publications on research and planning methods. We, therefore, direct your attention to the instruments in Appendix A and the references in the bibliography at the end of this handbook for further assistance in tailoring your data collection effort to the particular circumstances of your reservation. Finally, we have included in Appendix C an excellent outline of a Community Social Profile, which will familiarize you with the array of concerns that could be addressed through such an effort.

We have organized our approach to coordinated community data collection into a work program format. As we view it, the approach consists of five major tasks, the first four of which involve a number of individual steps:

TASK 1: DECIDING TO CONDUCT THE EFFORT

- Step 1. Verifying the Need for the Effort
- Step 2. Gaining Support for the Effort
- Step 3. Obtaining Permission to Conduct the Effort

TASK 2: PLANNING THE EFFORT

- Step 1. Organizing the Planning Committee
- Step 2. Determining the Survey Approach
- Step 3. Developing the Survey Instrument

TASK 3. IMPLEMENTING THE SURVEY

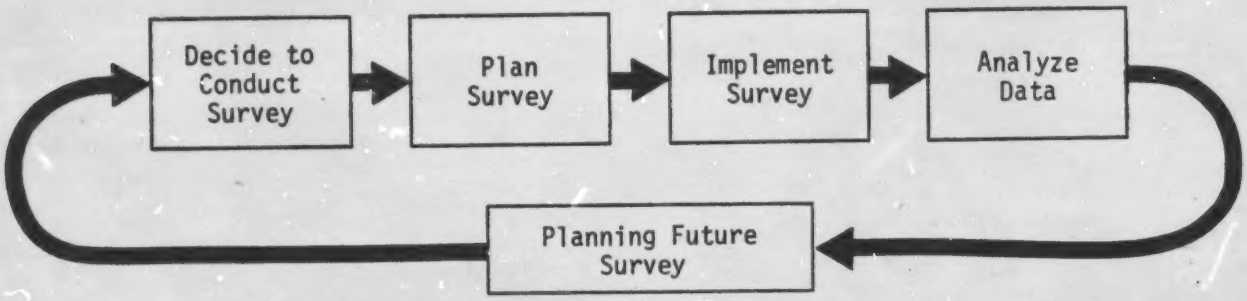
- Step 1. Selecting and Training the Interviewers (if applicable)
- Step 2. Announcing the Survey
- Step 3. Pretesting the Survey Instrument
- Step 4. Conducting the Survey

TASK 4. ANALYZING AND REPORTING THE DATA

Step 1. Analyzing the Data
Step 2. Reporting the Analysis

TASK 5. PLANNING FOR FUTURE EFFORTS

The following chart graphically displays the relationship between the tasks.



TASK 1: DECIDING TO CONDUCT THE EFFORT

If you are interested in organizing and developing a coordinated community data collection effort, your first task will be to obtain a decision from the Tribal Council or consortium board that such an effort be undertaken. The steps that should be followed in arriving at this decision include:

Step 1: Verifying the Need for the Effort
Step 2: Gaining Support for the Effort
Step 3: Obtaining Permission to Conduct the Effort

STEP 1: Verifying the Need for the Effort

The CETA program director and staff should begin the process by identifying their own internal information needs that cannot be met by census data. While program needs will vary, some information needs might include what training areas residents would like to see developed, preferred emphases in youth programs, the general supportive services needs of given communities, etc.

Once the CETA needs are identified,you should hold informal discussions with other planners and program managers to guage their needs for information and their receptiveness to a coordinated effort. Such discussions could highlight the following issues:

- whether there is a need for community-based data--A community-based data collection effort is relevant only if there is an identified and recognized need for data. Each program on a given reservation must identify its own data needs. To stimulate discussion some broad areas of need are:

  --data on community conditions, or data that would assist in the identification of problem or need areas as they are perceived by the community;

  --data on changes in community attitudes and priorities, or data that would reflect community opinions on proposed or on-going developments or service delivery strategies; and

  --data in evaluating the effectiveness or failure of certain programs to achieve their desired ends from the community standpoint.

- whether a coordinated effort is needed--The limited resources available to planners and program managers makes it difficult for them to launch community-based data collection efforts. At the same time, they may challenge the need for coordinated efforts. In these discussions, emphasize the benefits of such efforts in terms of unifying tribal planning and coordinating on-going development.

- whether CETA involvement is critical--The role of CETA grantees in community-based data collection can be considerable. On large reservations CETA staff assigned to communities can assist in the efforts. CETA funds can support data collection activities by absorbing costs of hiring and training interviewers and providing staff support to the agency responsible for analyzing survey results. You should stress the fact that CETA participation can be a real benefit by defraying costs and that CETA programs can become more intimately involved in planning and development.

STEP 2: Gaining Support for the Effort

If you receive positive response to these inquiries, you should then make an effort to identify the level of support and participation each program is willing to commit to the effort. Such participation which will vary from program to program could range from merely providing questions to be asked in a survey, to involvement on a planning committee, to taking the lead in organizing the data collection and data analysis activities.

Your CETA staff resources and the extent of the effort should dictate how much outside involvement is required. For example, if the data collection project is to support major comprehensive planning efforts (as was the case at Oneida), the active involvement of other planners is essential to ensure that sufficient data is collected and that it is in the form needed. Again, cooperation and coordination should be stressed. This means that as many planners and program managers as possible should be encouraged to support and participate in the effort.

STEP 3: Obtaining Permission to Conduct Study

While the tribal council or consortium board will be involved throughout the survey, their permission should be obtained to begin the process. If the ruling body opposes the community-based effort, a comprehensive effort will be impossible. In approaching the governing body, take care to identify the various benefits that could flow from the effort. Encourage board or council members to identify areas of information that they would like gathered. Supporters of the effort should be involved in the process to indicate how the effort could serve their interests.

Task 1 is completed when permission is received. The planning for the effort can then begin.

TASK 2: PLANNING THE EFFORT

The nature and extent of your data collection effort will dictate the level of planning that will be required. Large reservations with numerous communities will require more planning, as will efforts that involve the participation of

many programs. No matter how extensive, planning your data collection effort should proceed through the following steps:

STEP 1: Organizing the Planning Committee
STEP 2: Determining the Survey Approach
STEP 3: Developing the Survey Instrument

STEP 1: Organizing the Planning Committee

Where time is not of the essence (i.e., where there is no pressing deadline like that faced by the CCTH in developing their NAPSIP proposal), you should consider organizing a planning committee. The composition of this ad hoc committee should be broad enough to provide a cross-section of program interests. Representatives should include at least the economic development planner, the CETA director or planner, and representatives of the health or social services delivery agencies. Other desirable members include representatives from tribal administration and from the BIA and IHS. If your reservation is large, a community-based representative can assist in identifying key data collection problems.

If you are interested in conducting a sophisticated survey involving precoding of instruments and computer analysis of results, you should include a survey consultant on the committee. If no one on the reservation can provide such support, contact a local college or university. University Extension or sociology, planning, or agriculture departments are excellent resources for this type of research and can often assign a competent graduate student for class credit or a minimum stipend.

In selecting members, take care to identify individuals who are senior enough to appreciate the needs and concerns of their programs and who are also able to commit time to the effort.

In the event that the planning committee does not represent all reservation programs that expressed interest in the survey (during Task 1), be sure to inform those not represented that planning is going forward and that their participation will be sought at the proper time.

STEP 2: Determining the Survey Approach

The three exemplary data collection efforts described in chapter 3 represent three different approaches to meet their situations. Still, all three groups faced a standard set of issues, as outlined below, that dictate the process for determining the survey approach.

Identifying the Survey Sample. The first question to be answered is whether you will survey the entire population or a sample. A sample is the portion of the population that is selected for contact and surveying and on whose responses your conclusions about the total population will be based. Thus, the more a sample accurately reflects the overall population, the more likely the results of the survey will reflect the sentiments of the overall population. The size of the sample selected will be dictated by the data desired and the unique situation of the reservation. For example, there was no sample in the Spokane survey; their data needs and situation were such that the entire population had to be surveyed. The Oneida survey polled only 40% of the population that was smaller than that of Spokane, because the lengthy Oneida instrument took a much longer time to administer.

If a sample is desired, you should develop a sampling plan during this planning period. The methods for developing survey samples are too numerous and complex to detail in the current discussion. Your basic concern should be that a representative percentage of the population from all communities on the reservation be included in the survey. The actual percentage of the population chosen will depend on the nature of your effort.

Selecting the Method of Data Collection. The next question to be answered is whether data will be gathered by one-to-one direct interviews, by mail, by telephone, or by some other means. While the conditions of your reservation will, again, dictate to some extent the method that you choose, one-to-one interviewing is highly recommended because:

- an interviewer, preferably someone who is known to the respondent, is better able to assure the respondent of the need for the survey and his/her input;

- a respondent is more likely to feel that s/he is participating in an important reservation effort is s/he is the subject of a personal interview and
- an interviewer can resolve problems or confusion during the interview, thus ensuring that the opinions and perceptions of the respondent more closely reflect his/her true feelings.

Unfortunately, personal interviews are both costly and time consuming. Where time and funds permit, however, the advantages are well worth selecting this method.

If the interview method is selected, you will need to consider the site of data collection. Interviewing people in their homes (as in the Spokane and Oneida surveys) is most effective because people are more comfortable and may be more willing to talk there than in other settings. On some reservations, however, homes may be inaccessible. In that event, other possibilities include centrally located, well-frequented facilities (e.g., community centers, grocery stores) and community events (athletic events, community meetings). Each of these presents problems for the overall accuracy of the survey: certain people will be excluded, the environment may prove distracting, etc. However, they feature advantages over less direct methods.

If interviews are deemed infeasible, there are other methods that could be considered. For example, if the reservation newspaper is widely read, it could run a questionnaire with instructions for returns to specially designated sites. Or, if most households have telephones and reservation telephone directories are available, a phone interview process could be used. Finally, if time constraints are severe and your survey sample is limited to elected officials or key community informants (as in the Tlingit-Haida survey), you may elect to mail out your questionnaire. In considering any of these alternate methods, you should deliberate the disadvantages:

- Mail surveys on reservations may suffer from the unavailability of adequate address information. Also mail surveys, whether on reservations or off, receive inadequate responses.

- Telephone surveys--difficult at best, given the limited telephone services on most rural reservations--would not provide a representative sample of the population.
- Newspaper surveys suffer from similar constraints in that they provide a sample of those who read the newspaper, not of the entire population of the reservation.

Establishing Criteria for Interviews. If one-to-one interviews are chosen as the data collection method, you must decide on the criteria for interviews. While the two example surveys that used interviewers varied, the planners still considered the selection of interviewers to be critical. Their decisions were based on the requirements of their surveys and the political and social situations on their reservations. The critical issues to be discussed include:

- Should interviewers come from the community that they survey?
- Should interviewers be known to most people?
- Should interviewers be of a certain age?
- Should interviewers be able to benefit from the experience?
- Should interviewers have any special qualifications (e.g., proficiency in the tribal language)?

Scheduling the Survey. Your last step in determining the survey approach should be to set out the general timing and schedule for completing the work. Picking the optimum time for conducting the survey will be a difficult task. Your first concern should be to time the survey to complement those planning and development activities that the data to be collected will support. Review the remaining tasks in this chapter and schedule each step around critical planning deadlines. It may be that the weather conditions that prevail in your area or community events will influence the timetable. If you use youths as interviewers (as in the Oneida effort), you will have to work around their school year. You should take into consideration these and other unique circumstances known to you and the other planners.

STEP 3: Designing the Survey Instrument

The survey instrument is the heart of the survey--the device that will elicit and record the information needed and that will aid in the analysis of that information. As with all elements of the survey process, the unique needs of your reservation or consortium will dictate the style, format, and content of your survey instrument. To assist you in designing your instrument, we have included in Appendix A copies of the instruments used by the three exemplary community data collection efforts as well as one used in a health-planning survey by the Shoshone-Paiutes of the Duck Valley Reservation. We would direct your attention particularly to the Oneida instrument as an example of effective survey design.

Before you actually begin designing the instrument, certain decisions related to other tasks, especially Task 4 on analyzing the data, will have to be made. Their implications for instrument design should be kept well in mind as you proceed through the following series of activities:

Securing Data Needs. One of the most critical elements in coordinating the data collection process is providing all reservation programs the opportunity to participate. Each program should be contacted and asked what data it wishes to have collected. Depending on the structure that the instrument ultimately takes, you may ask other program planners and managers to comply by submitting actual questions or identifying specific areas of information that they are interested in. The critical matters in this activity are that you adequately inform programs about the survey process and give them sufficient time to reply.

Choosing a General Format. The format of a questionnaire can be just as important as the nature and the wording of the questions asked. An improperly laid out questionnaire can confuse respondents, causing them to miss questions or misunderstand the nature of the data desired, and (in the interview method is used) can make the interviewer's job more difficult. Following are a few hints on structuring a questionnaire:

- organize questions into subject area categories that proceed in a logical sequence.

- Initial questions should be simple, nonthreatening, and noncontroversial to put the respondent at ease. General background data is a good area to start with.
- Make the format simple and straightforward, and keep the overall questionnaire as short as possible given your needs.

Preparing Individual Items. The questionnaire will be made up of a series of questions or items that will solicit the desired information. As with the questionnaire format, you should design these items in as simple and straightforward a manner as possible. If you have received questions from reservation program areas, review, and simplify them as necessary. Some hints to assist in the development of items:

- Make items clear--Try to develop unambiguous, precise questions. Do not assume that the respondent knows as much about reservation programs and developments as you do. Word the questions so that the respondent will know exactly what s/he is being asked for.
- Avoid double-barreled questions--An item that asks for a single response to what is actually two questions invites confusion and no response. Consider the question, "Should the tribal council abandon its industrial development activities and focus more on commercial developments?" Some people may agree or disagree with the whole statement; but others may agree with only part of it and would thus be unable to give a simple "yes" or "no" in response. A good rule of thumb is to check all questions containing the word "and"; if they are "double-barreled," redesign them as two separate items.
- Avoid negative items--When an item includes a negation, it is easy for people to misinterpret it. Consider the item that asks for agreement or disagreement with the statement, "The tribe should not promote agricultural development." A better wording would be, "The tribe should promote agricultural development."
- Use short items where possible--In your attempt to be precise, unambiguous, and relevant, take care that you do not produce long, complicated items. A series of a few short items that elicit quick responses is better than one long item that demands careful study before a response can be made.

- Avoid biased terms and items--The wording of an item can create a bias and influence the response. The mere identification of an attitude or position with a prestigious person, for example, can bias responses. Consider an item that asks for agreement or disagreement with the statement, "The tribe should support the tribal chairman's proposal to reacquire certain tribal lands." Such a statement invites a response that depends more on the respondent's feelings toward the chairman than his/her feelings about land reacquisition. Take care that your questions do not lead respondents to think there are desired or ultimately "right" or "wrong" responses, since they may respond inappropriately.

- Use "closed" response categories where possible--Simple yes/no, agree/disagree, or multiple choice response options facilitate both administration and analysis of the survey. In designing multiple-choice items, however, keep the options as few in number as possible and make sure the distinctions between them are clear cut.

- Provide a no-response option--Each question, whether a yes/no or multiple choice, should conclude a no-response/don't know option. This option is, in essence, a built-in mechanism for evaluating the appropriateness of each item in the questionnaire. Items that receive a large "don't know" response can be judged inappropriate or confusing and redesigned accordingly in future surveys.

- Be creative--There are a number of ways to word individual items and to organize items together. Strive to be as creative as possible in developing a questionnaire that is specifically tailored to your reservation's circumstances and needs.

- Aim at a self-administered design--Whether or not an interviewer is used to administer your questionnaire, try to design it as if there were not. If a survey is so clear that a respondent could complete it without assistance, the interviewer's job will be that much easier.

Finally, keep in mind throughout this process that a well-designed survey can provide more than information. It can begin a process of community support

and participation that will be of considerable additional benefit to the reservation in the long run.

Submitting the Items for Review. When you have designed and refined the instrument to your satisfaction, submit the sets of items that pertain to each program to the appropriate offices and the entire instrument to the tribal council for their review and approval. You should probably provide a brief explanation of the rationale behind the item format used and any other background information the reviewers should be aware of. Incorporate their suggested changes as possible and in keeping with your overall design.

TASK 3: IMPLEMENTING THE SURVEY

Once the planning process is completed, the actual implementation of the survey should proceed according to the following sequence of steps:

STEP 1: Hiring and Training Interviewers (if applicable)
STEP 2: Pretesting the Instrument
STEP 3: Announcing the Survey
STEP 4: Conducting the Survey

STEP 1: Hiring and Training Interviewers (if applicable)

Having established the type of interviewer needed for the survey during the planning process, you must now determine how many interviews each person will be expected to conduct (based on the length of the survey instrument), how many interviewers you will need, and how you will fund the cost of interviewers (usually the greatest cost of a community survey). Since some interviewers may drop out during training, it is a good idea to plan for more than you think you will actually need. Proceed with hiring and training enough in advance of pretesting (Step 2) so that interviewers can participate in that activity.

Hiring. The task of identifying, screening, and hiring interviewers is an appropriate one for the CETA program to undertake with the review and approval of the planning committee. Candidates should be screened and selected on the basis of the previously established criteria and their availability during the

period when the survey is to be conducted. Depending on the situation, interviewers should be required to have access to transportation, for which you should set up reimbursement arrangements. CETA funds are essential.

Training. Even if you hire a competent, intelligent, and experienced group of interviewers, the success of the survey demands that you provide a careful training course. Some general areas to be considered in training interviewers include:

- General Instruction--Training should begin with some general comments about the purpose and content of the survey. It is a general rule that if interviewers understand why the survey is being conducted and can see that it is an important undertaking, they will be more diligent and careful in their work. General information should include who is involved, the primary purpose, the planning process, what the information is to be used for, who is to be interviewed, when, where, and how.
- Training in the Questionnaire--Once the general information is imparted, the trainer/supervisor should go through the questionnaire line by line with the interviewers. The purpose of each item and its potential ambiguities should be discussed. Discussions should be open and free regarding any problems anyone might have. The format and organization of the instrument should be discussed to give interviewers a sense of flow. Much of the discussion should center around issues such as "What should I do if the respondent says_____?" The trainer should be able to assist in these situations by referring to the instructions included with the survey.
- Practice Interviewing--Once the questionnaire has been completed, interviewers should be given the opportunity to role play by interviewing in front of the group. This is an important exercise, because people may feel uncomfortable and "silly" in the beginning and, will need to overcome these feelings before conducting the survey. There are three ways of interviewing that may be useful: each person interviewing in front of the class, people interviewing each other in pairs, and actual "field" interviews during instrument pretesting.

The scope and nature of the survey and the relative experience of the interviewers will dictate the amount of time required for training. Training should end when the trainer/supervisor and the interviewers feel satisfied, and not before.

STEP 2: Pretesting the Survey Instrument

Pretesting can be a very elaborate exercise that gauges the validity of their sample, the appropriateness of the questionnaire, and the analysis plan. The degree of sophistication of your design team will determine the level of pretesting done. While your data collection needs may require more you should, at the very least, conduct a "pilot-run" of the survey instrument to ensure that it gathers the desired data, that the items are understandable and unambiguous, and (if applicable) that the survey can be used by the interviewing team. Some guidelines to follow in pretesting instruments are as follows:

- Pretest the whole instrument--The flow and format of the instrument as a whole, as well as the design of its items, should be scrutinized since problems might arise from the juxtaposition of items or ordering of sections.
- Use the prescribed administration method--Pretest the instrument in the manner in which it is to be ultimately administered--e.g., by face-to-face interview, self-administered, telephone interview. A written question may seem fine as written but sound ridiculous or confusing when read aloud, and vice versa. In addition, pretesting for interview-administered surveys can serve the additional purpose of providing further training for your interviewers.
- Use representative subjects--A pretest that involves only the planning committee or program staff may not reveal problem areas. Attempt to use the broadest range of respondent types from as many communities as possible.
- Request feedback--Ask your pretest respondents to comment on their general impressions of the survey and to point out any areas that are confusing or ambiguous. Similarly, interviewers should identify any problem areas observed while conducting pretest interviews.

After the pretest is completed, refine the survey instrument to clear up problem areas. Ideally, you should conduct a subsequent test to discern whether the refinements are effective.

STEP 3: Announcing the Survey

Immediately prior to conducting the survey, you should inform the reservation population of the effort and encourage their cooperation. Such an announcement can be made through the tribal newspaper, flyers, handouts, notices at tribal programs, and presentations at community meetings. If the people know that interviewers are coming (or questionnaires will be arriving through the mail, etc.), the survey will run more smoothly.

STEP 4: Conducting the Survey

If your survey is to be mailed out or administered by some means other than interviews, be sure that you provide clear and complete instructions on where and when to return it. A stamped, self-addressed envelope should be provided with each questionnaire that is to be mailed back to you.

If you have selected the interview method, this operation should be as organized and controlled as carefully as any element of the survey process. Work through the dictates of your reservation with the following issues in mind:

Interview Assignements. If a sample, rather than the entire population, is to be surveyed, you should draw up a plan identifying the number and types of people to be interviewed from each reservation community. Record the survey goals for each community and make it available to interviewers, with a master list kept in the central survey office. Be sure to provide each interviewer with some proof of identification. Depending on the nature of the survey sample, interviewers should be given definite assignments, including daily or weekly quotas and sufficient interviews to fill the quotas. Completed interviews should be dropped off on a regular basis, to be determined by the travel time involved.

Supervision. Interviewers should not be expected to fully complete their assignments without some assistance and supervision. Daily or weekly meetings of supervisor(s) and interviewers should be held to discuss and resolve problems. When interviews are handed in, the supervisor should review them to ensure that answers have been filled in correctly, legibly, and completely. Any errors in recording should be discussed and techniques for future improvements worked out. If initial assignments are universally unmet, supervisors and interviewers should work together in drawing up more realistic, revised schedules.

Record-Keeping. Adequate records are, of course, critical to a data collection effort. Record-keeping activities can involve:

- recording the progress of the interviewing operations, including interviews conducted by community, interviews remaining, etc.;
- organizing completed questionnaires into files according to objectives (e.g., to ultimate data analysis by community and district, by interviewer, or by type of person interviewed);
- keeping track of problems encountered and how such problems are resolved or not resolved (which may necessitate reinterviewing in some cases).

TASK 4: DATA ANALYSIS AND REPORTING

STEP 1: Analyzing the Data

Whether the data is to be analyzed manually or by computer, the types of analyses that you perform will have been established by the overall purpose of your survey, the format and content of the interview instrument, and the scope of the data collection effort. The analytical techniques available to researchers vary, but the level of analysis will be controlled ultimately by how information is to be reported.

Unit of Analysis. The data can be reported on the basis of individual respondent type (e.g., male/female, young/old) or tribal members in general, or by geographical area (neighborhood, community, district, region) or the reservation

in general. The way data is collected and organized should be dictated by the reporting format. The smaller the unit of analysis, the more difficult the design, collection and analysis tasks.

Time Description. The data will be collected during one time period. If you want to merely describe current conditions, your analysis will involve simply organizing the data collected in the survey. If you want to identify changes over time, emerging trends, etc., the survey data must be compared to data previously gathered. Hence, survey data must be compared to program files, population records, and other available data to identify any critical changes or trends. (One reason for establishing an on-going and continuous community data collection effort will be to have the capability of describing trends and conducting time-series analyses in the future.)

Program Service Analysis. You may want to perform analyses of the impact and community perceptions of the various service delivery and development approaches currently operating on the reservation and surveyed. Such data will be useful to evaluators and program planners for their own purposes. It will also be useful for overall planning activities such as comprehensive plans, OEOs, etc.

Other Analyses. Survey data can be used together with reservation and off-reservation census data, Bureau of Labor Statistics and Department of Commerce data to aid in on-going reservation planning and development. Though beyond the survey, these potential analyses suggest the need to retain all completed interviews for use throughout the year. Once collected, the data should be preserved for use by all interested reservation parties.

STEP 2: Reporting the Analysis

As soon as possible, you should provide the Tribal Council with feedback on the overall findings and results of the survey, together with a report of the survey process. Feedback should also be provided to all reservation programs. Those programs that made specific data requests should receive results as soon as possible after data analysis is completed.

No matter how the data will ultimately be used, it is a good idea to provide feedback to the communities on the results of the survey. A series of articles in the reservation newspaper or reports at community meetings are good ways of accomplishing this.

TASK 5: PLANNING FOR THE FUTURE

If the exercise was a successful one, some consideration should be given to making it an annual event. The planning and development benefits that can accrue to a reservation with the capability of gathering and analyzing data on a regular basis are considerable. At the very least, it will be possible to evaluate programs and services and to identify problems and needs on a regular basis.

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of Survey Research Resources

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APPENDIX A

EXEMPLARY SURVEYS

Spokane Tribal Population Survey

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SPOKANE TRIBE MANPOWER SURVEY
1978

AREA _____

1) Number in household _____

2) Ages: _____

3) Number if any, of disabled in household (physically, mentally, retired, etc.) _____
Male_____ Female_____

4) Number of employed in household? _____ Male_____ Female_____
A. Where employed? _____
B. If not employed, are you looking for work right now? Yes_____ No_____

5) Earnings: More than $5,000.00 a year? _____
Less than $5,000.00 a year? _____

6) WOMEN ONLY
Would you work if Day Care facilities were provided? Yes_____ No_____

7) Are both husband and wife Indian? _____ Husband Only_____ Wife Only_____

8) Do you have any non-enrolled dependents? Yes_____ No_____
If so, how many? _____

How many cars does your family own? _____

How many miles (per car) do you think are driven within reservation boundaries a year?
_____

Do you own your own home? Yes_____ No_____
Rent Yes_____ No_____
Trailer house Yes_____ No_____
Wood frame Yes_____ No_____
New Yes_____ No_____
Old (10yrs. or older) Yes_____ No_____

9) Is your house on the Household Directory Map? Yes_____ No_____
If yes, what number on the map? _____
If not, locate on the map _____

10) Do you have a telephone? Yes_____ No_____

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Bureau of Indian Affairs

BEFORE THE SURVEY

REPORT OF LABOR FORCE
Data are for March (month) 1977 (year)

Reservation: SPOKANE

		Year 1977	State	
		Total	MALE	FEMALE
A	Total Resident Indian Population (b to c excluding d)	1346	661	685
b	Within the reservation	753	384	359
c	Adjacent to the reservation (in Okla., Indians in former reservation areas	593	277	316
d	Other Indians, not included in labor force data (In California rural parts of counties with reservations or rancherias)	-0-	-0-	-0-
e	Total under 16 years of age included on line "A"	330	158	172
	RESIDENT INDIAN POPULATION OF WORKING AGE (16 years old and over)			
F	Total 16 years and Over (A minus e)	1016	503	513
g	16 - 24 years	210	118	92
h	25 - 34 "	297	152	145
i	35 - 44 "	192	86	106
j	45 - 64 "	227	110	117
k	65 years and over	90	37	53
M	Not in labor Force (16 Years and Over), Total (n + o + p + q)	334	78	256
n	Students (16 years and over, including those away at school)	80	42	38
o	Men, physically or mentally disabled, retired, institutionalized, etc.	36	36	
p	Women for whom no child-care substitutes are available	35		
q	Women, housewives, physically or mentally disabled, institutionalized, etc.	183		
R	Potential Labor Force (16 yrs. and Over)(F minus M)	682	425	157
S	Employed, Total (t + u)	522	330	192
t	Employed, earning $5,000 or more a year (all jobs)	346	219	127
u	Employed, earning less than $5,000 a year (all jobs)	176	111	65
V	Not employed (R minus S)	160	95	65
w	Of these, persons actively seeking work	117	75	42

Prepared by
Ronald A. Brown
Ronald A. Brown, Administrative Officer

ATTACHMENT: Superintendent's Evaluation of

Area Director

Acting Superintendent
Ronald A. Brown
Ronald A. Brown, Acting Superintendent

Area	Approval Date	Agency	Approval
	Page To Blank 57	61	

Bureau of Indian Affairs

AFTER THE SURVEY

SPOKANE

REPORT OF LABOR FORCE
Date are for May (month) 1978 (year)

Year 1978 | State Washington

		Total	MALE	FEMALE
A	Total Resident Indian Population (b+c excluding d)	1,851	920	931
b	Within the reservation	1,325	674	651
c	Adjacent to the reservation (in Okla., Indians in former reservation areas	526	246	280
d	Other Indians, not included in labor force data (In California rural parts of counties with reservations or rancherias)	-0-	-0-	-0-
e	Total under 16 years of age included on line "A"	649	316	333
	RESIDENT INDIAN POPULATION OF WORKING AGE (16 years old and over)			
F	Total 16 years and Over (A minus e)	1,202	604	598
g	16 - 24 years	345	193	152
h	25 - 34 "	286	157	129
i	35 - 44 "	214	98	116
j	45 - 64 "	253	108	145
k	65 years and over	104	48	56
M	Not in Labor Force (16 Years and Over), Total (n + o + p + q)	321	108	213
n	Students (16 years and over, including those away at school)	101	52	49
o	Men, physically or mentally disabled, retired, institutionalised, etc.	56	56	
p	Women for whom no child-care substitutes are available	103		103
q	Women, housewives, physically or mentally disabled, institutionalized, etc.	61		61
R	Potential Labor Force (16 yrs. and Over)(F minus M)	881	496	385
S	Employed, Total (t + u)	673	425	248
t	Employed, earning $5,000 or more a year (all jobs)	446	282	164
u	Employed, earning less than $5,000 a year (all jobs)	227	143	84
V	Not employed (R minus S)	208	71	137
w	Of these, persons actively seeking work	97	62	35

Prepared by

Dennis T. Whiteman
Reservation Programs Officer

ATTACHMENT: Superintendent's Evaluation of D

Area Director

Superintendent

James H. Stevens

Area	Approval Date	Agency	Approval Date
		Spokane	5-23-78

Oneida Wants/Needs/Problems Survey

ONEIDA TRIBAL SURVEY

Household Identifiers

1. Is this household headed by (a): _____

1-Married couple
2-Single male with dependents
3-Single female with dependents
4-Male living alone
5-Female living alone
6-Unrelated individuals
8-Other_____
0-Unreported/No response

2. Starting with the head of household, would you please give me the age, sex, and degree of Indian genes for each member of this household. Also indicate whether each member of this household is an enrolled Oneida.

AGE	SEX	DEGREE INDIAN (eighths)	ENROLLED ONEIDA
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no
____	M F	0 1 2 3 4 5 6 7 8	yes no

3. a) How many years have you lived on the Oneida Reservation? _____

b) How many years has your spouse lived on the Oneida Reservation? _____

4. a) Where were you born? _____ b) Where was your spouse born? _____

1-Oneida Reservation
2-Elsewhere in Brown/Outagamie Cts.
3-Elsewhere in Wisconsin
4-Another state _____
5-Another country _____
6-Another reservation _____
9-Not applicable/No response _____
0-No response/Don't know _____

page 60-Blank

5. For each employed individual in this household, is his/her job permanent or a temporary one? _____

1-Permanent	8-Other _____
2-Temporary	9-Not applicable
3-Seasonal	0-No response/Don't know

6. What would you estimate your households' taxable income for last year? By "household income" we mean the combined incomes of all members of your household before federal taxes are taken out? _____

1-Under $2,000	6-$9,000-$11,999
2-$2,000-$2,999	7-$12,000-$14,999
3-$3,000-$4,999	8-$15,000-$24,999
4-$5,000-$6,999	9-$25,000 and over
5-$7,000-$8,999	0-No response/Don't know

7. What would you estimate was your family's income for last year? By "family income" we mean the combined incomes of all members of your household before federal taxes are taken out plus old-age benefits, pensions and public assistance payments? _____

1-Under $2,000	6-$9,000-$11,999
2-$2,000-$2,999	7-$12,000-$14,999
3-$3,000-$4,999	8-$15,000-$24,999
4-$5,000-$6,999	9-$25,000 and over
5-$7,000-$8,999	0-No response/Don't know

8. Do you feel this is enough to support your family adequately? _____

1-Yes 2-No 0-No response/Don't know

The remaining questions in the "employment" section are to be asked of respondent only.

9. How long have you held your present job?

Years _____ Months _____

10. How many miles do you presently drive to get to work (one way)? _____

11. What were two important reasons for choosing your present job? _____ _____

1-Like the hours	6-Like the employer
2-Like the pay/fringe benefits	7-Transferred to the job
3-Job is in field of training and interest	8-Needed a job and couldn't find anything else
4-A step up from previous job	9-Not applicable
5-Like the location	0-No response/Don't know

12. a) Do you want to change jobs? _____

1-Yes (go to Q.12(b) 2-No (go to Q.13) 9-Not applicable

b) Will this require additional training or education? _____

1-Yes (go to Q.12(c)
2-No (go to Q.12(d)
9-Not applicable

c) Is that training or education available in this area? _____

1-Yes 2-No 9-Not applicable

d) Of the following things, which one would be the main reason for looking for a new job? _____

1-Better pay/fringe benefits
2-Better hours
3-More interesting work
4-Easier work
5-Better location
6-Higher position
7-Job security
8-Opportunity to build career
9-Not applicable
0-No response/Don't know

13. Are you working at a position that is related to the education or training you received? _____

1-Yes 2-No 9-Not applicable

14. Do you think jobs are easy to find in the Green Bay and Fox Valley area? _____

1-Very easy to find
2-Somewhat easy to find
3-Have no opinion
4-Somewhat hard to find
5-Very hard to find
0-No response/Don't know

15. Do you think jobs are easy to find on the Oneida Reservation? _____

1-Very easy to find
2-Somewhat easy to find
3-Have no opinion
4-Somewhat hard to find
5-Very hard to find
0-No response/Don't know

16. Do you think it is easy for an Oneida to get hired for a job in the Green Bay and Fox Valley area? _____

1-Very easy getting hired
2-Somewhat easy getting hired
3-Have no opinion
4-Somewhat hard getting hired
5-Very hard getting hired
0-No response/Don't know

17. Should more effort be devoted to bringing new business, industries, and jobs to the Oneida Reservation, even if it means that the population could grow larger and the environment could be damaged? _____

1-A great deal more
2-Some more
3-The same amount
4-Some less
5-A great deal less
0-No response/Don't know

Housing Section

1. Are you a: _____

1-Owner (go to Q.2(b)
2-Renter (go to Q.2(b)
3-Landlord renting out part of house
4-Landlord renting out other property
5-Numbers 3 and 4
6-Boarder (go to Q.2(b)
8-Other _____

2. a) How many units do you rent out:

At this address? _____
At other locations? _____

b) How many separate dwelling units are in this building? _____

3. How many rooms are there in your dwelling unit? _____

4. How many bedrooms does the dwelling unit have? _____

5. What is the style of your residence? _____

1-One story home
2-Two story home
3-Split level home
4-Mobile home/trailer
5-Cabin
6-Duplex
7-Apartment building (3 or more units)
8-Other _____

6. What is the approximate age of this structure? _____

7. What is the source of your water supply? _____

1-None
2-Private well, water piped in
3-Pump in the yard
4-Neighbor
5-Community well
8-Other _____
0-No response/Don't know

8. Does this dwelling unit have hot water? _____

1-Yes 2-No 0-No response/Don't know

9. Does this dwelling unit have complete bathroom facilities? _____

1-No indoor bathroom facilities
2-Partial indoor bathroom facilities
3-Complete bathroom facilities

10. Does the house have electricity? _____

1-Yes 2-No 0-No response/Don't know

11. a) What is the type of heating in this house? _____

1-Gas
2-Oil
3-Electricity
4-Coal
5-Solar
6-Wood (go to 11(c)
7-Combination
8-Other _____
0-No response/Don't know

11. b) Would you convert totally or partially to wood heat if wood were available at a nominal fee to cover costs? _____

c) Do you feel your house is properly insulated?_____

1-Yes 2-No 9-Not applicable 0-No response/Don't know

12. Are you satisfied with the plumbing, heating, insulation and electrical facilities in your dwelling? _____

1-Yes 2-No 0-No response/Don't know

13. How much do you spend per month on the average for utilities (gas, oil, electricity, water, wood, coal)? _____

14. Do you feel your dwelling unit is in sound structural condition? _____

1-Yes 2-No 0-No response/Don't know

15. Are you satisfied with the internal physical condition of your dwelling unit? _____

1-Yes 2-No 0-No response/Don't know

16. Are you satisfied with the external condition of this structure? _____

1-Yes 2-No 0-No response/Don't know

17. Which one of the following things do you feel needs the most attention in your dwelling unit? _____

1-None
2-Structural condition
3-Internal physical condition
4-External physical condition
5-Plumbing
6-Heating
7-Electric facilities wiring
8-Other insulation _____
0-No response/Don't know

18. Do you feel that your house is large enough for your households' needs? _____

1-Not large enough 2-About the right size 3-Too large

19. What were the three most important reasons for choosing your present residence? _____

01-The style, decor, appearance
02-Size
03-Condition of the building
04-Cost
05-Distance from family and friends
06-Distance to work
07-Distance to schools
08-The school district
09-Quality of neighborhood/community
10-Church/parish
11-Good for children
12-Country living
13-Economic reasons
14-Only place available
15-Other inheritance _____
00-No response/Don't know

To be asked of renters only (Questions 20(a)-20(e).

20. a) Is the landlord or his agent responsive to your needs? _____

1-Yes
2-No
3-Sometimes
0-No response/Don't know
9-Not applicable

b) Are you residing in a dwelling unit managed by the Oneida Housing Authority?

1-Yes 2-No 0-No response/Don't know

c) What is your monthly rent? $_____
(Do not include utility charges)

d) Would you like to own your own home now?

1-Yes 2-No 0-No response/Don't know

e) Why do you not own your own home now? (open ended)

_____
(No down payment, no land, can't find one)

To be asked of all respondents.

21. Some tribal members think that the Oneida Reservation is being threatened because housing and subdivisions are being constructed all over the Reservation. How do you feel about this? _____

1-Agree strongly
2-Agree somewhat
3-Have no opinion
4-Disagree somewhat
5-Disagree strongly

22. Some tribal members think that the Oneida Tribe should try to control the development of non-Indian housing on the Oneida Reservation. How do you feel about this? _____

1-Agree strongly
2-Agree somewhat
3-Have no opinion
4-Disagree somewhat
5-Disagree strongly

23. Some tribal members would like to live in scattered housing with larger lot sizes (5 acres or greater). Would you (or do you) like to live in scattered housing? _____

1-Agree strongly
2-Agree somewhat
3-Have no opinion
4-Disagree somewhat
5-Disagree strongly

24. Do you feel there is a need for more housing especially designed for elderly tribal members on the Reservation? _____

1-A great deal more
2-Some more
3-The same amount
4-Some less
5-A great deal less

25. Do you feel there is a need for more housing for moderate and low-income tribal families on the Reservation? _____

1-A great deal more
2-Some more
3-The same amount
4-Some less
5-A great deal less

26. Do you feel there is a need for more housing units for young tribal members on the Reservation? _____

1-A great deal more
2-Some more
3-Same amount
4-Some less
5-A great deal less

27. Would you prefer construction of single family homes or multi-family apartment buildings on the Reservation? _____

1-Single family homes
2-Multi-family apartment buildings
3-Either
4-Neither
0-No response/Don't know

28. Of the following styles of housing, which <u>one</u> would you prefer living in? _____

1-Conventional frame
2-Log cabin
3-Solar equipped
4-Geodesic dome
5-Rock
6-Traditional Indian style homes
0-No response/Don't know

<u>Transportation Section</u>

1. a) Does this household have any mechanical transportation such as an automobile, a motorcycle, or a truck? If yes, what kinds? ___

1-One automobile
2-Two or more automobiles
3-Truck (or van)
4-Motorcycle
5-Combination of 1 and 3 and/or 4
6-Combination of 2 and 3 and/or 4
7-None
8-Other _____
0-No response/Don't know

b) How many years old is the newest 4-wheel motor vehicle that this household has? _____

2. a) Do you feel that the street/road surface conditions are a major problem in your immediate neighborhood? _____

1-Yes (go to 2(b) 2-No (go to Q.3) 0-No response/Don't know (go to Q.3)

3. a) Do you feel the sidewalk conditions or lack of sidewalks is a major problem in your immediate neighborhood? _____

1-Yes, sidewalk conditions (go to Q.3(b)
2-Yes, lack of sidewalks (go to Q.4)
3-No (go to Q.4)
0-No response/Don't know (go to Q.4)

b) Which of the following sidewalk problems do you feel is the most serious? _____

1-Uneven sections
2-Need ramped corners
3-Sections missing
4-Drainage
8-Other _____
9-Not applicable/No sidewalks
0-No response/Don't know

4. Do you feel that the number or the manner in which vehicles are parked on streets is a major problem in your immediate neighborhood? _____

1-Yes 2-No 0-No response/Don't know

5. a) Do you feel that vehicular traffic is a major problem in your immediate neighborhood? _____

1-Yes, a.m. traffic (go to Q.5(b)
2-Yes, night-time traffic (go to 5(b)
3-Yes, all times of the day (go to Q.5(b)
4-No (go to Q.6)
5-No response/Don't know (go to Q.6)

b) Which of the following is the most serious traffic problem? _____

1-Speed of traffic
2-Noise
3-Safety
4-Trouble getting access onto roads
8-Other _____
9-Not applicable/No problem

6. How often do you have adequate transportation available to you? _____

1-Always
2-Quite often
3-Sometimes
4-Seldom
5-Never
0-No response/Don't know

7. Do you see a need for a bus system on the Oneida Reservation? _____

1-Yes 2-No 0-No response/Don't know

8. Do you see a need for a bus connecting Oneida with the Green Bay bus system? _____

1-Yes 2-No 0-No response/Don't know

9. If bus service was made available, about how often would you and members of this household use the bus? _____

1-Always
2-Quite often
3-Sometimes
4-Seldom
5-Never
0-No response/Don't know

10. We would like to know about the kinds of transportation members of your household use.

	Use Often	Use Sometimes	Use Rarely	Use Never	No Response
Private auto	1	2	3	4	0
Truck	1	2	3	4	0
Motorcycle	1	2	3	4	0
Bus	1	2	3	4	0
Bicycle	1	2	3	4	0
Walk	1	2	3	4	0
Ride with otners	1	2	3	4	0
Other _____	1	2	3	4	0

Recreation Section

1. How often do members of this household use the parks and other recreation facilities on or near to the Oneida Reservation? _____

1-Frequently
2-Quite often
3-Sometimes
4-Seldom
5-Never
0-No response/Don't know

2. Name three recreational activities you and your family like to do best.

a) _____

b) _____

c) _____

3. How satisfied are you with the following aspects of the parks on the Oneida Reservation?

	Very Satisfied	Satisfied	No Feelings	Dis-satisfied	Very Dissatisfied
Number of parks	1	2	3	4	5
Variety of things to do	1	2	3	4	5
Playground equipment	1	2	3	4	5
Safety in parks	1	2	3	4	5
Attractiveness of parks	1	2	3	4	5
Amount of open space	1	2	3	4	5
Restroom facilities	1	2	3	4	5
Tennis courts	1	2	3	4	5
Swimming pools	1	2	3	4	5
Winter sports activities	1	2	3	4	5
Ball diamonds	1	2	3	4	5
Organized activities	1	2	3	4	5
Supervision of children in parks	1	2	3	4	5

4. Do your children (if you have any) play primarily in areas other than parks? _____

1-Yes 2-No 3-No children or children too young or old 0-No response/Don't know

5. a) Some people have said that we need more and different kinds of recreation opportunities and facilities in this area. Do you agree? _____

1-Agree strongly (go to Q.5(b)
2-Somewhat agree (go to Q.5(b)
3-Have no opinion (go to Q.6)
4-Disagree somewhat
5-Disagree strongly
(if 4 & 5 go to Q.6)

b) If you agree at all, what kind of recreation opportunities and/or facilities would you and your family like to see more of?

_____

_____

_____

6. If more recreation facilities were built, which one of the following do you think should be the major source of funding for construction? _____

1-Taxes - locally generated
2-Private donations
3-Charge for using them
4-State or federal grant monies
5-Private enterprise should do it
6-Tribal enterprise

7. Are you satisfied with the indoor recreation facilities available on the Oneida Reservation? _____

1-Very satisfied
2-Somewhat satisfied
3-No feelings one way or the other
4-Somewhat dissatisfied
5-Very dissatisfied
6-No response/Don't know

Employment and Income Section

1. For the head of household, spouse, and each dependent child, 16 years or older, who is residing at this household, please give their employment status. _____

1-Employed full-time
2-Employed part-time
3-Not employed
8-Other _____
9-Not applicable/No spouse or children 16 yrs. or older
0-No response/Don't know

2. What is the occupation of each individual listed in Question 1. If unemployed, what is the usual occupation?

_____

_____

_____

_____

3. If any individual listed in Question 1 is presently not employed, what is the reason he or she is not employed? _____

1-Health problem/disabled
2-Retired
3-Childcare unavailable
4-No jobs around that he/she can do
5-Transportation unavailable
6-Not interested in working at present time
8-Other _____
9-Not applicable
0-No response/Don't know

4. For each employed individual in this household, for whom or what organization is he/she working? _____

1-Private company
2-Private person
3-Self-employed
4-Oneida tribe
5-Federal government
6-State government
7-County or local government
8-Other public, or non-profit agency
9-Not applicable
0-No response/Don't know

Health/Health Services Section

1. How often do you feel healthy enough to carry out the things you would like to do? _____

   1-Almost always
   2-Most of the time
   3-Some of the time
   4-Seldom
   5-Never
   0-No response/Don't know

2. How often does ill health affect the amount of work or play you do? _____

   1-Almost always
   2-Most of the time
   3-Some of the time
   4-Seldom
   5-Never
   0-No response/Don't know

3. Do you ever feel depressed? _____

   1-Almost always
   2-Most of the time
   3-Some of the time
   4-Seldom
   5-Never
   0-No response/Don't know

4. a) Are you physically disabled or handicapped at the present time? _____

   1-Yes (go to Q.4(b) 2-No (go to Q.5) 0-No response/Don't know (go to Q.5)

   b) What disability or handicap do you have? _____

   _____
   (arthritis, legs)

5. Have you ever had a serious sickness or illness? _____

   1-Yes 2-No 0-No response/Don't know

6. Are you aware of the immunizations necessary to protect against serious disease for each different age groups? _____

   1-Yes 2-No 0-No response/Don't know

7. Are members of this household up to date on their immunizations? _____

   1-Yes 2-No 3-Some members 0-No response/Don't know

8. Are you aware of what helps you to stay well? _____

   1-Yes 2-No 0-No response/Don't know

9. Do you have enough food to eat daily? _____

   1-Yes 2-No 0-No response/Don't know

10. a) Do you know what an adequate, balanced diet is? _____

1-Yes 2-No (go to Q.11) 0-No response/Don't know (go to Q.11)

b) Do you think that you eat a balanced diet each day? _____

1-Yes 2-No 0-No response/Don't know

11. Would you like information about a nutritious diet? _____

1-Yes 2-No 0-No response/Don't know

12. How many meals per day do you usually eat? _____

13. a) Do you usually eat or drink anything before noon? _____

1-Yes (go to Q.13(a) 2-No (go to Q.14) 0-No response/Don't know (go to Q.14)

b) Would you consider what you consume before noon to be a meal (breakfast)? _____

1-Yes 2-No 0-No response/Don't know 9-Not applicable

14. How often do you eat "junk" food (chips, soda, candy, etc.) per day? ____ (If 0 go to Q.16)

15. Does this "junk" food substitute for other more nutritious foods that you would otherwise eat? _____

1-Yes 2-No 0-No response/don't know

16. When you are feeling ill, do you go to a doctor? _____

1-Almost always
2-Most of the time
3-Some of the time
4-Seldom
5-Never
0-No response/Don't know

17. a) Do you ever use Indian medicines? _____

1-Yes (go to Q.17(b) 2-No (go to Q.18) 0-No response/Don't know (go to Q.18)

b) What Indian medicines do you use?

_____

_____

_____

18. Are there any persons in this household who have a problem with alcohol? If yes, how many? (It is not necessary to say who they are.) ____

19. What kinds of health programs would you like to see the Oneida Health Center offer that would meet your needs?

_____

_____

_____

20. In the past year, how many times have you (or members of this household) utilized the services of health programs offered at the Oneida Health Center? ____

21. Do you ever go in for preventive health checkups? ____

1-Yes 2-No 0-No response/Don't know

22. Some people think there are not enough health care services on the Oneida Reservation. How do you feel about this?

	A great deal more	Some more	Same amount	Some less	A great deal less	No opinion
Doctors, dentists, nurses	1	2	3	4	5	0
Paraprofessionals	1	2	3	4	5	0
Preventive health programs	1	2	3	4	5	0
Mental health services	1	2	3	4	5	0
Emergency rescue services	1	2	3	4	5	0

23. How satisfied are you with the health services offered at the Oneida Health Clinic? _____

1-Very satisfied
2-Some what satisfied
3-No feelings
(for 1, 2, & 3, go to next section of survey)
4-Somewhat dissatisfied
5-Very dissatisfied
0-No response/Don't know
(for 4, 5, & 0, go to Q.24)

24. How could these health services be improved?

_____

_____

_____

Services Section

1. Some people feel that there are not enough social or human services available in the area. How do you feel about this?

	Need much more	Need some more	About right	A little too much	Too much	Don't know
Financial assistance program	1	2	3	4	5	0
Counseling for youth	1	2	3	4	5	0
Services for elderly	1	2	3	4	5	0
Family, parenting and marriage counseling services	1	2	3	4	5	0
Alcoholism program	1	2	3	4	5	0
Drug abuse program	1	2	3	4	5	0
Job counseling and placement services	1	2	3	4	5	0
Programs for the handicapped	1	2	3	4	5	0
Programs and activities for youth	1	2	3	4	5	0
Programs for spiritual direction	1	2	3	4	5	0

2. Do you feel there is a need for more juvenile supervision on the Oneida Reservation? _____

   1-Yes 2-No 0-No response/Don't know

3. Do you think that alcoholism is a problem on the Oneida Reservation? _____

   1-Yes 2-No 0-No response/Don't know

4. Do you feel the transportation needs of senior citizens and the handicapped are being met on the Oneida Reservation? _____

   1-Yes 2-No 0-No response/Don't know

5. Do you feel there are adequate day care facilities available for tribal members? _____

   1-Yes 2-No 0-No response/Don't know

Expectations Section

1. a) Do you think Indians have the same chance for success as non-Indians? _____

1-Yes 2-No 9-No response/Don't know

b) Why or why not? _____

_____

2. a) What would you like your children (or grandchildren) to do when they grow up?

_____

_____

b) Do you think your children (or grandchildren) will be able to do these things? _____

1-Yes (go to Q.3)
2-No (go to Q.2(c)
0-No response/Don't know (go to Q. 2(c)
9-Not applicable

c) What do you think might keep them from doing these things?

_____

_____

_____

3. Here is a list of problems that sometimes face people. How much does each of these affect members of this household?

	Very big problem	Somewhat of a problem	Not a problem
Health problems	1	2	3
Crowded living conditions	1	2	3
Rundown housing	1	2	3
Discrimination by businesses, institutions	1	2	3
Discrimination by non-Indians	1	2	3
Alcoholism	1	2	3
Unable to get legal help	1	2	3

(Continued)	Very big problem	Somewhat of a problem	Not a problem
Crime, vandalism, fear of personal safety	1	2	3
Lack of recreational activities	1	2	3
Unemployment, income is too low	1	2	3
No car, unable to get around to places	1	2	3
Drug abuse (not to include alcohol)	1	2	3

Local Government Section

1. Do you feel you understand the way the Oneida tribal government works and how it is organized? ____

   1-Almost always
   2-Most of the time
   3-Some of the time
   4-Seldom
   5-Never
   0-No response/Don't know

2. a) We're interested in your opinion of the Oneida tribal government and local township government. Which of the following statements best describes your feelings about the Oneida tribal government? _____

   1-It is far too liberal
   2-It is slightly too liberal
   3-It is about right for me
   4-It is slightly too conservative
   5-It is far too conservative
   0-No response/Don't know

   b) Which statement best describes your feelings about your local town government? _____

   1-It is far too liberal
   2-It is slightly too liberal
   3-It is about right for me
   4-It is slightly too conservative
   5-It is far too conservative
   0-No response/Don't know

3. a) Does the Oneida tribal government seem to be dealing with the issues and problems it ought to be? _____

   1-Almost always
   2-Most of the time
   3-Some of the time
   4-Seldom
   5-Never
   0-No response/Don't know

3. b) Does your local town government seem to be dealing with the issues and problems it ought to be? _____

1-Almost always
2-Most of the time
3-Some of the time
4-Seldom
5-Never
0-No response/Don't know

4. a) In general, do you think the Oneida tribal government is doing a good job? _____

1-Almost always
2-Most of the time
3-Some of the time
4-Seldom
5-Never
0-No response/Don't know

b) In general, do you think your local town government is doing a good job? _____

1-Almost always
2-Most of the time
3-Some of the time
4-Seldom
5-Never
0-No response/Don't know

5. a) Do you regularly vote in tribal affairs? _____

1-Yes 2-No 0-No response/Don't know

b) Do you regularly vote in other government elections? _____

1-Yes 2-No 0-No response/Don't know

6. Have you participated in any tribal government affairs in the last year other than voting? _____

1-Yes 2-No 0-No response/Don't know

7. I have a list of some of the things the tribal government can do. For each one, indicate how much you feel the Oneida tribal government should be doing.

	A great deal more	Some more	Same Amount	Not as Much	A great deal less	No response
Acquire land for the tribe	1	2	3	4	5	0
Provide low-cost housing	1	2	3	4	5	0
Rehabilitate housing	1	2	3	4	5	0

(Continued)	A great deal more	Some more	Same amount	Not as much	A great deal less	No response
Provide more recreation programs and facilities	1	2	3	4	5	0
Provide better roads/sidewalks	1	2	3	4	5	0
Sewer and water services	1	2	3	4	5	0
Control water pollution	1	2	3	4	5	0
Zoning	1	2	3	4	5	0
Building Code enforcement	1	2	3	4	5	0
Bring industry to reservation	1	2	3	4	5	0
Develop retail stores	1	2	3	4	5	0
Provide health care services	1	2	3	4	5	0
Provide education programs	1	2	3	4	5	0
Provide police and fire protection	1	2	3	4	5	0
Provide organized youth and activities program	1	2	3	4	5	0
Provide services to the elderly	1	2	3	4	5	0
Provide employment opportunities	1	2	3	4	5	0
Provide garbage collection	1	2	3	4	5	0
Provide public transit	1	2	3	4	5	0

(Continued)	A great deal more	Some more	Same amount	Not as much	A great deal less	No response
Control urban sprawl	1	2	3	4	5	0
Beautify public places	1	2	3	4	5	0
Build a self-sufficient community	1	2	3	4	5	0

8. a) Would you be willing to make tax payments to the tribe to pay for government services now largely funded by federal grants or not currently being provided? _____

1-Yes (go to Q.8(b)
2-Yes, if kept low (go to Q.8(b)
3-No (go to Q.5)
0-No response/Don't know (go to Q.9)

b) What kind of tax would you prefer? _____

1-Income tax
2-Sales tax
3-Excise tax
4-Special assessment
5-Property tax
6-Other _____
9-Not applicable
0-No response/Don't know

9. If you tried to influence what the Oneida tribal government was doing about an issue that disturbed you, how likely would it be that you would have an effect? _____

1-No effect
2-Little effect
3-Some effect
4-Much effect
5-Very much effect
0-No response/Don't know

10. Do you think that planning that is being done at the Oneida Planning Office can result in a better Reservation on which you live? _____

1-Yes 2-No 3-Not aware of Planning Office 0-No response/Don't know

Reservation/Community Section

1. In general, how do you like living on the Reservation? _____

1-Like very much
2-Like somewhat
3-Neither like or dislike
4-Dislike somewhat
5-Dislike very much
0-No response/Don't know

2. How would you rate the general appearance or attractiveness of the physical surroundings of the Oneida Reservation? _____

1-Very good
2-Good
3-Average
4-Fair
5-Poor
0-No response/Don't know

3. Why did you choose the Oneida Reservation as a place to live?

1-Grew up here
2-Job opportunity
3-Climate
4-Near to family
5-Rural community
8-Other _____
0-No response/Don't know

4. a) Do you think you will move from where you now live in the next two years? _____

1-No (go to Q.5)
2-Yes (go to Q.4(b)
3-Not sure (go to Q.4(b)
0-No response/Don't know (go to Q.5)

b) For what reason will you be moving? _____

1-New job
2-Need a larger house
3-Want a nicer house
4-Don't like the neighbors at present address
5-Would like to live in a different area than the Oneida Reservation
8-Other _____
9-Not applicable
0-No response/Don't know

5. Do you and your family feel safe living in this area? _____

1-No 2-Yes 3-Sometimes 0-No response/Don't know

6. Some people say that they would not like to see non-Indians moving onto the Oneida Reservation. How do you feel? _____

1-Strongly agree
2-Somewhat agree
3-No opinion
4-Somewhat disagree
5-Strongly disagree
8-Other _____
0-No response/Don't know

7. Here are some statements that other people have made about our community. How do you feel?

	Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
It's important for the Oneidas to keep up the customs & traditions	1	2	3	4	5
It's the small communities that are the strength of society	1	2	3	4	5
When it comes to choosing a person for an important position in the community, I'd rather it was someone who had roots in the community than a newcomer, no matter how capable that person is	1	2	3	4	5

(Continued)	Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
Only Oneidas should decide what should be done on the Reservation	1	2	3	4	5

8. Have you ever read the Kali Wisaks? _____

1-No
2-Yes, occassionally
3-Yes, regularly
4-Yes, I subscribe
0-No response/Don't know

9. What do you feel are the three most serious problems facing the Oneida Reservation?

_____

_____

_____

10. What do you think should be done about these problems?

_____

_____

_____

11. What do you think is the best thing about the Oneida Reservation?

_____

_____

12. What is the single most important problem facing you individually?

_____

13. What do you think is the best thing the federal government could do for the Oneida people?

_____

14. Are there any other comments you would like to make?

_____

_____

_____

Tlingit-Haida Community Surveys

(3/79)

TLINGIT & HADIA CENTRAL COUNCIL

MANPOWER DIVISION

NATIVE-OWNED PROFIT BUSINESS(S) DATA FORM

Name of Individual Completing Form_____ Title_____ Business Telephone_____

Name of Business_____ Address_____

1. Please list here all other profit business owned or controlled by you or your company.

Name of Business	Address	Service Provided by Business

2. Would you like to participate in a CETA Title VII Program designed to increase employment in private industry? ( ) Yes ( ) No

3. Would you like any of your additional profit businesses listed in Item 1 to participate? ( ) Yes ( ) No If "YES" indicate below which ones:_____

_____

_____

85

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87

88

5. TO BE ABLE TO DETERMINE THE TYPE OF TRAINING NEEDED, AND THUS DESIGN A PROGRAM TO SUIT THOSE NEEDS, IT IS NECESSARY TO PULL MANPOWER DATA ON YOUR BUSINESS AND/OR THE BUSINESSES CONTROLLED BY YOUR COMPANY THAT WOULD LIKE TO PARTICIPATE IN THE TITLE VII PROGRAM.

Current Position Title	No. of Employees in Position	General Job Activity Description	List whether direct employee of your Business or Affiliated Business

6. Do you plan to expand your operation or increase services or staff (business or affiliated business(s) in 1979-80? ( ) Yes ( ) No

7. If "YES", list the general areas that will experience the growth:

Detail: _____

8. Would you be willing to allow us to place trainee(s) on board in these growth areas? ( ) Yes ( ) No
If "YES". please provide the following "Projected Staff Needs" information:

List Position Required	No. of trainees(s) Required	Is expertise available to provide OJT*	Is classroom training Necessary	List which business trainees will work for

87

*Please detail both "YES" and "NO" answers below so we will be able to determine exact areas of need. Explanation:

Use additional paper as necessary.

(3/79)

TLINGIT & HAIDA CENTRAL COUNCIL

MANPOWER DIVISION

VILLAGE CORPORATION MANPOWER DATA FORM

Name of Individual Completing Form _____ Title _____ Business Telephone _____

Village Corporation _____ Address _____

1. Please list here all other profit businesses owned or controlled by your village corporation:

Name of Business	Address	Service Provided by Business

88

2. Would your village corporation like to participate in a CETA Title VII Program designed to increase employment in private industry? ( ) Yes ( ) No

3. Would you like any of your profit businesses listed in Item 1 to participate? ( ) Yes ( ) No If "YES" indicate below which ones: _____

4. Would you be willing to serve, or designate an individual within the Village Corporation to serve, on a Private Industry Council whose main responsibilities will be to provide direction and guidance and monitor Title VII proposal development and program implementation? ( ) Yes ( ) No If "YES" indicate who is willing to serve. _____

93

94

Village Corporation Manpower Data Form

5. TO BE ABLE TO DETERMINE THE TYPE OF TRAINING NEEDED, AND THUS DESIGN A PROGRAM TO SUIT THOSE NEEDS, IT IS NECESSARY TO PULL MANPOWER DATA ON YOUR CORPORATION AND/OR THE BUSINESSES CONTROLLED BY YOUR CORPORATION THAT WOULD LIKE TO PARTICIPATE IN THE TITLE VII PROGRAM.

Current Position Title	No. of Employees in Position	General Job Activity Description	List whether direct employee of Village Corporation or Affiliated Business

6. Do you plan to expand your operation or increase services or staff (village corporation or affiliated business(s)) in 1979-80? ( ) Yes ( ) No

7. If "YES", list the general areas that will experience the growth: (List in numerical order with 1 indicating the highest growth potential; 4, 5, 6...indicating lower growth potential; 0 indicating no growth).

_____Administration _____Finance _____Timber _____Fisheries

_____Minerals _____Lands _____Other business(s) Please detail below

Detail: _____

8. Would you be willing to allow us to place trainee(s) on board in these growth areas? ( ) Yes ( ) No
If "YES", please provide the following "Projected Staff Needs" information:

List Position Required	No. of trainees(s) Required	Is expertise available to provide OJT*	Is classroom training Necessary	List whether trainees(s) are to work in with village Corp. or Affiliated business

*Please detail both "YES" and "NO" answers below so we will be able to determine exact areas of need.
Explanation:

Use additional paper as necessary

Central Council of the Tlingit & Haida Indians of Alaska

CETA Title VII
Native American Private Sector Initiatives Program

PROGRAM OPTIONS FOR PROPOSAL DEVELOPMENT

INSTRUCTIONS: Following are possible program options for Title VII proposal development as identified by Private Industry Council member. Options are listed by general program area with sub-listings of the types of training programs possible under each general program area. We are asking communities to prioritize the listings according to what they see their specific community needs to be. If you feel we have not properly addressed or have omitted a need area, please include it in the blank spaces provided. Once you have completed your prioritization, please sign the sheet, indicate the community you represent, and if applicable your organization, and return the document to a member of T & H Manpower staff or directly to Arlene Willard, Job Developer. FIRST, PRIORITIZE THOSE NUMBERED ITEMS WHICH INDICATE GENERAL PROGRAM AREA. THEN NUMBER OR PRIORITIZE EACH GROUP OF POSSIBLE TRAINING PROGRAMS LISTED UNDER EACH GENERAL PROGRAM AREA. (1 indicates a top priority item, 2 a second priority, and so on . . .).

(1) ____ ADMINISTRATION/FINANCE/BUSINESS DEVELOPMENT

____ Business Management - Classroom training in addition to on-the-job training (OJT) for business manager trainees in each community. Training might include inventory control, fiscal management techniques and may touch on investment practices.

____ Fiscal Support Services - Classroom and OJT for bookkeeper trainees.

____ Clerical Support Services - On-the-job training with the possibility of classroom training, if necessary, for clerical people (i.e. file clerk, clerk typist, receptionist).

____ Business Development - Training activity under this category can take various directions and can be very innovative as village corporations will be expanding into as many areas as there are possibilities for investment (i.e. apprenticeship programs).

____ _____

_____

____ _____

_____

(2) ____ NATURAL RESOURCE DEVELOPMENT & PLANNING

____ Timber/Lands - Individuals can receive OJT and classroom training on the usage and development of lands in relation to timber. Expertise must be available on the local level to provide direction and guidance to the trainee. Administrative emphasis.

(2) ____ NATURAL RESOURCE DEVELOPMENT & PLANNING (Cont'd)

____ Forestry - Forestry trainees trained in the specifics of forestry practices. OJT and possible classroom training will be utilized. Expertise must be available to provide direction and guidance to the trainee. Field work.

____ Land - More specific types of training may be addressed if the need is expressed by enough communities, it is possible to design a component to train suveyors. Classroom and OJT would be required. Expertise must be available to provide direction and guidance to the trainees.

____ Alternative Energy Resources - In recognizing the need for energy resource development in communities, this possible program component was included so that we would determine how many communities may be addressing or attempting to address the problem. Training under this program can take a number of directions depending on community needs (i.e. furnace repair, road construction to a hydro-electric site, fireplace or stove installation).

____ _____

_____

____ _____

_____

(3) ____ FISHERIES DEVELOPMENT

____ Boat Operation & Repair - Trainees would be working (receiving OJT) with Native boat owners in learning boat operation techniques. This would also include training in minor boat repair and related gear repair.

____ Hatchery Development - Individuals would be trained in the specifics of hatchery development. Expertise must be available to provide on-the-job training. Some classroom training may be possible.

____ Fish Processing - As fisheries is one of the major resources available to Natives, it would behoove us to have individuals trained in both processing and operation techniques. Classroom training would be necessary. A look would be taken at the various of types of plants: cannery, cold storage, smokery, flash freeze plant.

____ _____

_____

____ _____

_____

92

(4) ____ TOURISM DEVELOPMENT

____ Local Guide Operations - Individuals can receive OJT in methods for disseminating information to the local and surrounding area. Trainee will also receive instruction in conducting tours.

____ Travel Agents - Individuals will learn all aspects of making travel arrangements. The trainee would either work with travel agencies or would coordinate within an organization their dealings with travel agencies. This program is designed to enhance the local tourism trade.

____ Tourism Attraction Techniques - Individuals will be trained to identify and schedule tourist attractions. Under this OJT program it is necessary to have local expertise available.

____ _____

_____

____ _____

_____

(5) ____ SMALL LOCAL BUSINESS/OTHER

____ Local Business OJT Trainees - Individuals will receive OJT under this program. To qualify the business must demonstrate a growth potential and must indicate that it is willing to place the trainee in a permanent position upon completion of training.

____ Local Business OJT & Classroom Training - This component will target on businesses willing to train trainees up to managerial positions. Classroom training may be a element of the training.

____ _____

_____

____ _____

_____

93

INSERT BELOW ANY AREAS WE MAY NOT HAVE ADDRESSED WHICH YOU FEEL ARE NEED AREAS.

(6) ____ _____

_____

_____

____ _____

_____

(7) ____ _____

____ _____

_____

_____

____ _____

_____

Thank you for your cooperation in filling out this document. If you have any questions please contact the individual listed below when you return this document.

Arlene G. Willard, Job Developer
T & H Manpower Division
One SEALASKA Plaza, Suite 200
Juneau, Alaska 99801
(907) 586-1432 Ext. 288

94

_____
Name & Title

_____
Organization

_____
Address

_____
Community

Shoshone-Paiute Health Needs Survey

SAMPLE SURVEY

COMMUNITY SURVEY OF HEALTH NEEDS

by the

SHOSHONE-PAIUTE TRIBES OF DUCK VALLEY

Spring, 1979

INFORMATION ON THE SURVEY RESPONDENT

1. Age
   a. 13-18 years ☐
   b 19-35 years ☐
   c. 36-65 years ☐
   d. over 65 years ☐

2. Sex
   a. male ☐
   b. female ☐

3. Position in household
   a. head of household ☐
   b. spouse of head of household ☐
   c. father or mother of head of household ☐
   d. child of head of household ☐
   e. other _____ ☐

HOUSEHOLD INFORMATION

4. Location of the house
   a. town ☐
   b. Chinatown ☐
   c. Boney Lane ☐
   d. Miller Creek ☐
   e. other _____ ☐

5. Number and age of residents

	Male	Female
a. less than 1 year	_____	_____
b. 1-12 years	_____	_____
c. 13-18 years	_____	_____
d. 19-35 years	_____	_____
e. 36-65 years	_____	_____
f. over 65 years	_____	_____

6. Number of Indian and non-Indian residents

	Duck Valley Shoshone-Paiute	Other Indian Tribe	Non-Indian Male	Non-Indian Female
a. less than 1 year	_____	_____	_____	_____
b. 1-12 years	_____	_____	_____	_____
c. 13-18 years	_____	_____	_____	_____
d. 19-35 years	_____	_____	_____	_____
e. 36-65 years	_____	_____	_____	_____
f. over 65 years	_____	_____	_____	_____

page 96 - Blank

7. Number of families living in household

a. 1 family ☐
b. 2 families ☐
c. 3 families ☐
d. other _____ ☐
e. number of foster children in household _____

INCOME

8. What was the combined income of everyone in the household in 1978 (estimate)?

a. less than $2,500 ☐
b. $2,500-$5,000 ☐
c. $5,000-$7,500 ☐
d. $7,500-$10,000 ☐
e. $10,000-$15,000 ☐
f. $15,000-$20,000 ☐
g. over $20,000 ☐

HEALTH INSURANCE

9. Does anyone in the household have health insurance? a. yes ☒ b. no ☐

10. If yes, what kind of insurance do they have and who does it cover?

Kind of Insurance		People Covered
a. Medicare	☐	
b. Medicaid (welfare)	☐	
c. private	☐	
d. Veterans (VA)	☐	
e. other _____	☐	
f. unknown	☐	

EDUCATION

11. How many years of school has each adult in the household had?

	Number of People
a. less than 6th grade	
b. more than 6th grade and less than 12th grade	
c. graduated high school only	
d. 1-3 years of college	
e. college graduate	

EMPLOYMENT

12. How many people in the household have paying jobs or are self employed? _____ (number of people)

13. What are their jobs and where are they located?

Kind of Job	Location of Job

14. How many people who are not employed are looking for work? _____ (number of people)

15. How many who do have a job would like additional employment? _____ (number of people)

MOBILITY

16. How many residents of the household have moved to the reservation (or back to the reservation) in the last three years? _____ (number of people)

17. How many former residents of the household have moved off the reservation in the last year? _____ (number of people)

18. Why did people move away? _____

19. How many other immediate family members are now living off the reservation? _____ (number of people)

20. How many of those off the reservation do you think would rather be on the reservation? _____ (number of people) Why aren't they? _____

HOUSING CONDITIONS

21. How many rooms are there in the house? (count all rooms)

a. 1 room ☐ c. 3 rooms ☐ e. 5 rooms ☐ f. other ☐
b. 2 rooms ☐ d. 4 rooms ☐ f. 6 rooms ☐

_____ (specify)

22. About how old is the house?

a. less than 2 years ☐
b. 2-5 years ☐
c. 6-10 years ☐
d. 10-20 years ☐
e. more than 20 years ☐

23. Does it have running water?

a. running cold water ☐
b. running hot water ☐
c. no running water ☐

24. Does it have a working indoor bathroom? a. yes ☐ b. no ☐

25. What kind of heating does it have?

a. wood ☐ b. electric ☐ c. gas ☐ d. oil ☐ e. other _____

26. Are there any parts of the house needing major repair?

a. plumbing ☐
b. doors ☐
c. windows ☐
e. outhouse ☐
f. other (specify) _____

_____

27. Do you have a working telephone? a. yes ☐ b. no ☐

28. If no, would you like one? a. yes ☐ b. no ☐

29. How many cars or trucks belong to residents of the household? _____ (number of cars or trucks)

30. Do you have a working television set? a. yes ☐ b. no ☐

31. Do you have a working radio? a. yes ☐ b. no ☐

USE OF COMMUNITY RESOURCES

32. Where do residents of the household usually go for the following things?

	Name of Town
a. to buy food	_____
b. to buy clothes	_____
c. to buy home supplies	_____
d. to buy home and ranch improvement supplies	_____
e. to go to the bank	_____
f. to have cars repaired	_____
g. to go to church	_____

33. What do residents of the household usually do for entertainment and where do they go for it?

Kind of Entertainment	Location
_____	_____
_____	_____
_____	_____
_____	_____

34. How many trips do residents of the household make off the reservation to Elko, Mountain Home or further cities in an average month? _____ (number of trips)

35. What problems do you have getting needed food, clothing, supplies, entertainment, etc? _____

_____

USE OF HEALTH RESOURCES

36. What do you generally do when you don't feel well?

a. go to the IHS Hospital/Clinic ☐
b. go somewhere else for care ☐ where? _____
c. use traditional medicine ☐
d. do something else ☐ what? _____
e. do nothing ☐

37. What do other people in the household do when they don't feel well?

a. go to the IHS Hospital/Clinic ☐
b. go somewhere else for care ☐ where? _____
c. use traditional medicine ☐
d. do something else ☐ what? _____
e. do nothing ☐

38. About how many times did you get medical care in the last 12 months? _____ (number of times)

a. how many times did you get it at the IHS Hospital? _____
b. how many times did you get it from another doctor _____
c. did you pay for the other doctor? _____
d. for what kinds of problems did you get care? _____

39. About how many times did you get dental care in the last 12 months? _____ (number of times)

a. how many times did you get it from dentists at the IHS Hospital? _____
b. how many times did you get it from another dentists? _____
c. did you pay for the other dentists? _____
d. for what kinds of dental problems did you get care? _____

40. How many times did other people in the household get medical care in the last 12 months? From whom? For what kinds of problems?

Sex	Age	# of times Got Care	Who Gave the Care	Kind of Medical Problem
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____
___	___	_____	_____	_____

41. If you or other people in the household did not get medical care and/or dental care in the last 12 months, why not?

a. didn't need it ☐
b. couldn't get to the doctor or dentist ☐
c. do not like/trust the doctors or dentists ☐
d. other reasons (explain) _____

HEALTH PROBLEMS

42. How many people in your household have had these health problems in the last 12 months and what are their ages?

	1 year	1-12 years	12-18 years	19-35 years	35-65 years	over 65 years
a. colds	___	___	___	___	___	___
b. heart problems	___	___	___	___	___	___
c. diabetes	___	___	___	___	___	___
d. high blood pressure/ hypertension	___	___	___	___	___	___
e. rheumatism, arthritis	___	___	___	___	___	___
f. allergies, asthma	___	___	___	___	___	___
g. eye problems	___	___	___	___	___	___
h. ear problems	___	___	___	___	___	___
i. dental problems	___	___	___	___	___	___
j. overweight	___	___	___	___	___	___
k. problems with alcohol	___	___	___	___	___	___
l. accidents	___	___	___	___	___	___
m. other _____	___	___	___	___	___	___
_____	___	___	___	___	___	___
_____	___	___	___	___	___	___

43. Are you or other people in the household having trouble getting care for these health problems?

_____

_____

_____

CARE FOR PREGNANT WOMEN

44. When was the last time someone in the household was pregnant?

a. within the last 12 months ☐ b. 1-3 years ago ☐ c. 3-10 years ago ☐ d. 10-20 years ago ☐ e. over 20 years ago ☐

45. How many months pregnant was she before she saw a doctor?

a. 1 month ☐ b. 2-3 months ☐ c. 4-6 months ☐ d. over 6 months ☐

46. How often did she see a doctor during pregnancy?

a. At least monthly ☐ b. about 6-8 times ☐ c. less than 6 times ☐

47. Where was the doctor located? _____ name of town

48. Where was the baby delivered? _____ name of town

49. How frequently did the mother and baby go to the doctor during its first year?

a. not at all ☐ b. 1-2 times ☐ c. 2-4 times ☐ d. 4-7 times ☐ e. more than 7 times ☐

50. What problems did the mother have getting needed care before, during, and/or after the pregnancy?

_____

_____

_____

51. Do you think young people in the community need and would like more information on and assistance in family planning?

a. yes ☐ b. no ☐

52. Do you think young mothers and fathers in the community would be interested in and would participate in programs for new parents on child-rearing?

a. yes ☐ b. no ☐ 114

NURSING HOME CARE

53. Have any people in your household been in a nursing home in the last 12 months?

a. yes ☐ b. no ☐

c. where is the nursing home?_____
name of town

d. how long were they there or have they been there?

_____
number of weeks, months or years

e. how often did you visit them?_____
number of visits

f. how often would you have liked to have visited them?_____
number of visits

e. what problems did you have in trying to visit them?

_____

_____

_____

54. Could they have stayed at home if there had been more kinds of services available to help care for them?

a. yes ☐ b. no ☐

55. What kinds of services?

_____

_____

_____

_____

_____

SUGGESTIONS TO IMPROVE HEALTH CARE SERVICES

56. What changes should be made to IHS services?

_____

_____

57. What changes should be made concerning other providers of health care?

a. contract care providers _____

_____

_____

b. Community Health Representatives (CHRs) _____

_____

_____

c. Home Health Aides _____

_____

_____

d. others _____

_____

_____

58. What new health and health-related programs are needed?

a. adult dental care ☐
b. eye care ☐
c. nutrition counseling ☐
d. family planning ☐
e. child-raising ☐
f. alcoholism ☐
g. nursing home care ☐
h. senior citizen housing ☐
i. other _____

_____

59. Do you think you know what health services are available to you and your family?

a. yes ☐ b. no ☐

60. Would you like more information on available health care?

a. yes ☐ b. no ☐

61. Would you like to be visited by a CHR or a home health aide?

a. yes ☐ Which? _____
b. no ☐

COMMENTS (by surveyor or person being surveyed)

APPENDIX B

1980 CENSUS SUPPLEMENTARY QUESTIONNAIRE FOR AMERICAN INDIANS

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Form Approved: O.M.B. No. 41-S78012

FORM D-15 (6-16-79) — U.S. DEPARTMENT OF COMMERCE BUREAU OF THE CENSUS

Your answers are CONFIDENTIAL. The law (title 13, United States Code) requires that you answer the questions to the best of your knowledge.

~P2

D.O.	A1.	A2.	A4.	A5. S	A6.

☐ FIRST FORM ☐ CONTINUATION

1980 CENSUS SUPPLEMENTARY QUESTIONNAIRE FOR AMERICAN INDIANS

(Reservations and Historic Areas of Oklahoma)

1a. Is there piped water in this building?
1 ☐ Yes, piped water in this building – *SKIP to 1c*
2 ☐ No piped water in this building – *Continue with 1b*

b. Is the source of water within 100 yards of this building?
3 ☐ Yes, within 100 yards
4 ☐ No, more than 100 yards away

c. What is the source of water? *Mark one box for the main source.*
1 ☐ A public system, private company, tribal or community system
2 ☐ An individual drilled well
3 ☐ An individual dug well
4 ☐ A private cistern
5 ☐ A creek, spring, river, lake, or pond
6 ☐ Other source – *Specify* _____

2. Is this building connected to a public sewer?
1 ☐ Yes, connected to public sewer
2 ☐ No, connected to septic tank or cesspool
3 ☐ No, chemical toilet used
4 ☐ No, outhouse or privy used
5 ☐ No, other means used – *Specify* _____

3. How are your living quarters heated? *Mark one box for the kind of heat used the most.*
1 ☐ Steam or hot water system
2 ☐ Central warm-air furnace with ducts to the individual rooms *(Do not count electric heat pumps here.)*
3 ☐ Electric heat pump
4 ☐ Other built-in electric units *(permanently installed in wall, ceiling, or baseboard)*
5 ☐ Floor, wall, or pipeless furnace
6 ☐ Room heaters with flue or vent, burning gas, oil, or kerosene
7 ☐ Room heaters without flue or vent, burning gas, oil, or kerosene *(not portable)*
8 ☐ Fireplaces, stoves, or portable room heaters of any kind
9 ☐ No heating equipment

4. About when was this building originally built? *Mark when the building was first constructed, not when it was remodeled, added to, or converted.*
1 ☐ 1979 or 1980
2 ☐ 1975 to 1978
3 ☐ 1970 to 1974
4 ☐ 1960 to 1969
5 ☐ 1950 to 1959
6 ☐ 1940 to 1949
7 ☐ 1939 or earlier

5a. Do you have complete kitchen facilities? *Complete kitchen facilities are a sink with piped water, a range or cookstove, and refrigerator.*
1 ☐ Yes – *SKIP to 6a*
2 ☐ No – *Continue with 5b*

b. Do you have a refrigerator?
3 ☐ Yes
4 ☐ No

6a. Do you have a telephone in your living quarters?
1 ☐ Yes – *SKIP to 7a*
2 ☐ No – *Continue with 6b*

b. Is the nearest available telephone within 1/4 mile of your living quarters?
3 ☐ Yes, within 1/4 mile
4 ☐ No, more than 1/4 mile away

7a. Do you have electric lighting in your living quarters?
1 ☐ Yes – *Continue with 7b*
2 ☐ No – *SKIP to 8*

b. What is the source of this electricity? *Read each category and mark one box for the main source of electricity.*
3 ☐ Public or private utility company
4 ☐ Rural electric cooperative
5 ☐ Bureau of Indian Affairs electric system
6 ☐ Tribal system
7 ☐ Your own generator
8 ☐ Other – *Specify* _____

8. What is the main type of material used for the floors of your living quarters? *Read each category and mark one box.*
1 ☐ Wood
2 ☐ Asphalt, linoleum, or vinyl tiles
3 ☐ Stone, concrete, brick, clay, or ceramic tile
4 ☐ Metal
5 ☐ Earth, gravel, sand
6 ☐ Other – *Specify* _____

9. What is the main type of material used for the outside walls of your living quarters? *Read each category and mark one box.*
1 ☐ Siding or shingles (wood or aluminum)
2 ☐ Brick, concrete block, stone, or stucco
3 ☐ Logs
4 ☐ Asphalt siding or tar paper
5 ☐ Cloth or tent
6 ☐ Mud, adobe, or sod
7 ☐ Metal
8 ☐ Other – *Specify* _____

DO NOT ASK > TRANSCRIBE FROM D-1 AFTER LEAVING HOUSEHOLD

H4.
1 ☐ One
2 ☐ 2 apartments or living quarters
3 ☐ 3 apartments or living quarters
4 ☐ 4 apartments or living quarters
5 ☐ 5 apartments or living quarters
6 ☐ 6 apartments or living quarters
7 ☐ 7 apartments or living quarters
8 ☐ 8 apartments or living quarters
9 ☐ 9 apartments or living quarters
10 ☐ 10 or more apartments or living quarters
11 ☐ This is a mobile home or trailer
0 ☐ No entry

H6.
1 ☐ Yes, for this household only
2 ☐ Yes, but also used by another household
3 ☐ No, have some but not all plumbing facilities
4 ☐ No plumbing facilities in living quarters
0 ☐ No entry

H7.
1 ☐ 1 room
2 ☐ 2 rooms
3 ☐ 3 rooms
4 ☐ 4 rooms
5 ☐ 5 rooms
6 ☐ 6 rooms
7 ☐ 7 rooms
8 ☐ 8 rooms
9 ☐ 9 or more rooms
0 ☐ No entry

H8.
1 ☐ Owned or being bought by you or by someone else
2 ☐ Rented for cash rent
3 ☐ Occupied without payment of cash rent
0 ☐ No entry

H10a.
1 ☐ Yes 2 ☐ No 0 ☐ No entry

b.
1 ☐ Yes 2 ☐ No 0 ☐ No entry

H11.
1 ☐ Less than $10,000
2 ☐ $10,000 to $14,999
3 ☐ $15,000 to $17,499
4 ☐ $17,500 to $19,999
5 ☐ $20,000 to $22,499
6 ☐ $22,500 to $24,999
7 ☐ $25,000 to $27,499
8 ☐ $27,500 to $29,999
9 ☐ $30,000 to $34,999
10 ☐ $35,000 to $39,999
11 ☐ $40,000 to $44,999
12 ☐ $45,000 to $49,999
13 ☐ $50,000 to $54,999
14 ☐ $55,000 to $59,999
15 ☐ $60,000 to $64,999
16 ☐ $65,000 to $69,999
17 ☐ $70,000 to $74,999
18 ☐ $75,000 to $79,999
19 ☐ $80,000 to $89,999
20 ☐ $90,000 to $99,999
21 ☐ $100,000 to $124,999
22 ☐ $125,000 to $149,999
23 ☐ $150,000 to $199,999
24 ☐ $200,000 or more
0 ☐ No entry

H12.
1 ☐ Less than $50
2 ☐ $50 to $59
3 ☐ $60 to $69
4 ☐ $70 to $79
5 ☐ $80 to $89
6 ☐ $90 to $99
7 ☐ $100 to $109
8 ☐ $110 to $119
9 ☐ $120 to $129
10 ☐ $130 to $139
11 ☐ $140 to $149
12 ☐ $150 to $159
13 ☐ $160 to $169
14 ☐ $170 to $179
15 ☐ $180 to $189
16 ☐ $190 to $199
17 ☐ $200 to $224
18 ☐ $225 to $249
19 ☐ $250 to $274
20 ☐ $275 to $299
21 ☐ $300 to $349
22 ☐ $350 to $399
23 ☐ $400 to $499
24 ☐ $500 or more
0 ☐ No entry

F. Total persons in household _____

Telephone number _____
☐ No telephone

Page 108 - Blank

Name of Person 1

Last name | First name | Middle initial

10. **What is this person's tribe?** *Report tribe in which enrolled. If not enrolled, report principal tribe.*

(Name of tribe)

0 ☐ None – *SKIP to 12a*

11. **Is this person enrolled in** *(tribe entered in question 10)* **tribe?**

1 ☐ Yes

2 ☐ No

12a. **Since February 1, 1980, has this person attended regular school or college at any time?** *Count nursery school, kindergarten, elementary school, and schooling which leads to a high school diploma or college degree.*

3 ☐ Yes – *Continue with 12b*

4 ☐ No, has not attended – *SKIP to 13*

b. **What kind of school or college has this person been attending?** *Read each category and mark one box.*

5 ☐ Tribal school, tribal college

6 ☐ Bureau of Indian Affairs day school

7 ☐ Bureau of Indian Affairs boarding school

8 ☐ Public school

9 ☐ Private school

13. **What is the highest grade (or year) of regular school this person has ever attended?**

Mark one box for highest grade attended.

If now attending school, mark grade person is in.

If high school was finished by equivalency test (GED), mark "12."

N ☐ **Nursery school**

K ☐ **Kindergarten**

Elementary through high school *(grade or year)*

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

College *(academic year)*

1st 13 ☐ 2nd 14 ☐ 3rd 15 ☐ 4th 16 ☐ 5th or more 17 ☐

0 ☐ **Never attended school** – *SKIP to 15*

14. **Did this person finish the highest grade (or year) attended?** *Mark one box.*

1 ☐ Now attending this grade *(or year)*

2 ☐ Finished this grade *(or year)*

3 ☐ Did not finish this grade *(or year)*

15a. **Did this person live in this house (or dwelling) 1 year ago (April 1, 1979)?**

1 ☐ Born April 1979 or later – *SKIP to 17*

2 ☐ Yes, this house – *SKIP to 16*

3 ☐ No, different house – *Continue with 15b*

b. **Where did this person live 1 year ago (April 1, 1979)?**

4 ☐ On this reservation

5 ☐ On another reservation →

(a) _____ (Reservation)

(b) _____ (County)

(c) _____ (State)

6 ☐ Off reservation →

(a) _____ (City, town, village, etc.)

(b) _____ (County)

(c) _____ (State, foreign country, Puerto Rico, Guam, etc.)

16. **When did this person last move onto this reservation?** *For persons living in Oklahoma outside the Osage Reservation, mark box 8 and do not ask this question.*

1 ☐ 1979 or 1980

2 ☐ 1975 to 1978

3 ☐ 1970 to 1974

4 ☐ 1960 to 1969

5 ☐ 1950 to 1959

6 ☐ 1949 or earlier

7 ☐ Always lived on this reservation

8 ☐ Now living in Oklahoma outside the Osage Reservation

17. **Since March 1, 1980, did this person see and/or receive medical or dental services from any of the following?** *Mark one box for each category.*

	Yes	No
a. Doctor (includes specialists)	1	2
b. Dentist	3	4
c. Nurse	5	6
d. Pharmacist	7	8
e. Community Health Representative (CHR)	1	2
f. Midwife	3	4
g. Physician Assistant or Medic	5	6
h. Community Health Aide	7	8
i. Other	1	2

18a. **During the last 12 months, where did this person usually seek health care?** *Read each category and mark one box for the source used most often.*

1 ☐ Indian Health Service (IHS) clinic, health center or hospital

2 ☐ Tribal clinic or hospital

3 ☐ Private physician or dentist

4 ☐ Government (Federal, State, county, or city) clinic or hospital

5 ☐ Other

Continue with 18b

6 ☐ Did not seek health care – *SKIP to 20*

b. **During the last 12 months, how long did it usually take this person to get one way from home to the place** *(marked in 18a)* **where health care was received?**

1 ☐ Less than 30 minutes

2 ☐ 30 minutes to less than 1 hour

3 ☐ 1 hour to less than 2 hours

4 ☐ 2 or more hours

19. **During the last 12 months, how was this person's health care paid for?** *Read each category and mark one box for the one used most often.*

1 ☐ Received from Indian Health Service or tribe at no cost

2 ☐ Medicare

3 ☐ Medicaid

4 ☐ Received from other governmental source at no cost

5 ☐ Received from private source at no cost

6 ☐ Private health insurance (For example: Aetna, Blue Cross, Health Maintenance Organization, Kaiser or other health plan)

7 ☐ Paid for by person or other member of family

8 ☐ Other

20. **When was this person born?**

1 ☐ Born before April 1965 – *Please go on with questions 21 through 29*

2 ☐ Born April 1965 or later – *Turn to next page for next person*

FORM D-16 10-19-79

21a. Last year (1979), did this person work, even for a few days, at a paid job or in a business or farm?

1 ☐ Yes – *SKIP to 21c*
2 ☐ No – *Continue with 21b*

b. In 1979, did this person raise crops and/or livestock, or spend any time making things to sell or trade such as rugs, pottery, or jewelry?

3 ☐ Yes – *Continue with 21c*
4 ☐ No – *SKIP to 23*

c. Did this person earn any cash income from this work in 1979?

5 ☐ Yes
6 ☐ No

d. How many weeks did this person work in 1979? *Include work at a paid job or business as well as time spent raising crops and/or livestock or making things to sell or trade.*

1 ☐ 1 to 13 weeks
2 ☐ 14 to 26 weeks
3 ☐ 27 to 39 weeks
4 ☐ 40 to 49 weeks
Continue with 22
5 ☐ 50 to 52 weeks – *SKIP to 24*

22. What was the main reason this person worked fewer than 50 weeks in 1979? *Read each category and mark one box.*

1 ☐ Personal reasons (For example: family or home responsibilities, including pregnancy; school; health; retirement or old age)
2 ☐ Seasonal job completed
3 ☐ Slack work or business conditions
4 ☐ Temporary nonseasonal job completed
5 ☐ Unsatisfactory work arrangements (hours, pay, etc.)
6 ☐ Could not find work
7 ☐ Bad weather conditions
8 ☐ Did not want work
9 ☐ Other

23. For the weeks not worked in 1979, how many weeks was this person actively looking for work or on layoff from a job?

1 ☐ None
2 ☐ 1 to 4 weeks
3 ☐ 5 to 10 weeks
4 ☐ 11 to 14 weeks
5 ☐ 15 to 26 weeks
6 ☐ 27 to 39 weeks
7 ☐ 40 or more weeks

24. When did this person last work, even for a few days, at a job, business, farm, raising crops and/or livestock, or making things to sell or trade?

1 ☐ Now working
2 ☐ 1980
3 ☐ 1979
4 ☐ 1978
5 ☐ 1975 to 1977
Continue with 25
6 ☐ 1974 or earlier
7 ☐ Never worked
SKIP to 28

25–27. Current or most recent job activity

Describe clearly this person's chief job activity or business last week.

If this person had more than one job, describe the one at which this person worked the most hours.

If this person had no job or business last week, give information for last job or business since 1975.

25a. For whom did this person work? *If now on active duty in the Armed Forces, print "AF" and skip to question 28.*

_____
(Name of company, business, organization, or other employer)

b. What kind of business or industry was this? *Describe the activity where employed.*

_____
(For example: High school, tribal planning office, hospital, building construction, rug weaving, sheep ranch)

☐☐☐

c. Where was this business or industry located?

1 ☐ On reservation
2 ☐ Off reservation

26. What kind of work or craft was this person doing?

_____
(For example: High school English teacher, typist, practical nurse, carpenter, rug weaver, sheepherder)

☐☐☐

27. Was this person – *Read each category and mark one box.*

1 ☐ A tribal government employee
2 ☐ A tribal or Indian-owned business employee
3 ☐ A Bureau of Indian Affairs or Indian Health Service employee
4 ☐ An other Federal government agency employee
5 ☐ A State or local government employee
6 ☐ An employee of private company, business or individual
7 ☐ Self-employed in own business, professional practice or farm
8 ☐ Working without pay in family business or farm

28. In 1979, did this person receive benefits from any of these programs? *Mark one box for each category.*

	Yes	No
a. Medicaid or Medicare	1	2
b. Food stamps	3	4
c. Federal Housing Assistance	5	6
d. Women, Infants, and Children (WIC)	7	8
e. Social Security (green-colored check)	1	2
f. Supplemental Security-U.S. Government (gold-colored check)	3	4
g. Aid to Families with Dependent Children (AFDC)	5	6
h. Bureau of Indian Affairs general assistance	7	8
i. Other assistance or welfare payments	1	2

29. What was this person's total income in 1979?

Print the dollar amount in the space provided. If total income was a loss, mark the "Loss" box and enter dollar amount. If total amount is zero, mark the "None" box. If exact amount is not known, give best estimate.

Include any income from (before deductions for taxes, bonds, dues, or other items):

- Wages or salaries
- Own farm or nonfarm business, partnership or professional practice (net after expenses)
- Interest, dividends, or net rental income
- Social Security or Railroad Retirement
- Public assistance or welfare
- Unemployment compensation, veterans' payments, pensions, alimony or child support, or any other money income received regularly

Exclude lump-sum amounts such as gains from the sale of property.

$ _____ .00
(Dollars only)

x ☐ Loss

OR

0 ☐ None

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2.
1 ☐ Person in column 1
If relative of person in column 1:
2 ☐ Husband/wife
3 ☐ Son/daughter
4 ☐ Brother/sister
5 ☐ Father/mother
6 ☐ Other relative
If not related to person in column 1:
7 ☐ Roomer, boarder
8 ☐ Partner, roommate
9 ☐ Paid employee
10 ☐ Other nonrelative
0 ☐ No entry

3.
1 ☐ Male
2 ☐ Female
0 ☐ No entry

4.
1 ☐ White
2 ☐ Black or Negro
3 ☐ Japanese
4 ☐ Chinese
5 ☐ Filipino
6 ☐ Korean
7 ☐ Vietnamese
8 ☐ Indian (Amer.) Print tribe
9 ☐ Asian Indian
10 ☐ Hawaiian
11 ☐ Guamanian
12 ☐ Samoan
13 ☐ Eskimo
14 ☐ Aleut
15 ☐ Other
0 ☐ No entry

5.
a. Age at last birthday
c. Year of birth: 1 ☐☐
b. Month of birth
1 ☐ Jan.–Mar.
2 ☐ Apr.–June
3 ☐ July–Sept.
4 ☐ Oct.–Dec.
0 ☐ No entry

6.
1 ☐ Now married
2 ☐ Widowed
3 ☐ Divorced
4 ☐ Separated
5 ☐ Never married
0 ☐ No entry

OFFICE USE ☐☐☐

APPENDIX C

A MODEL FOR
A COMMUNITY SOCIAL PROFILE

page 112 - Blank

A MODEL FOR A COMMUNITY SOCIAL PROFILE
by Robert Senesh

The Community Social Profile (CSP) is a survey of the important elements of a community's social system, its physical environment, its history and its economic political, and cultural system. The goal of the CSP is to present an integrated systems view of the community. . . .

In order to make sense of it--that is, in order to analyze its key components and then synthesize these into an understanding of the social system--a limited number of social characteristics must be identified. The most important of these are listed below:

1) Institutions. These represent the static view of the community--those elements of the social system that give it form, and are most easily recognizable. These institutions include economic institutions, such as business and industries, labor organizations, and the means of production; political institutions such as government bodies, political power structures, and local laws and regulations; and cultural institutions, such as the family structure, the ethnic constitution of the community, and social organizations.

2) Processes. These represent the dynamics of the system--how economic decisions are made, and how the production process takes place; how political decisions are made, and how political power and influence is used; how cultural change takes place.

3) Personalities. Key individuals in the community should be identified who are instrumental in giving the community its direction. These may be business or labor leaders, or those who serve as the "gatekeepers" for social groups.

4) Change Agents. Agents of change may be institutions, processes, or personalities, depending on the influence a change agent has in affecting a change in the community and its residents' futures.

It should be apparent that each community will have its own unique "personality," and that no universal model for a CSP would fit the needs of every community. Each community must prepare an outline for itself, based on the purposes the Profile is meant to fulfill, the complexity of the community itself, and the resources that are available for profile construction. The following suggestions, however, may serve as a general model, and the reader should keep in mind that a CSP should include references, where important, to the four major social characteristics of the community: institutions, processes, personalities, and change agents.

This material has been excerpted from the unpublished article, " A Preliminary Model for a Community Social Profile," issued by the Social Science Consortium at the University of Colorado, Boulder. Although it was not specifically prepared for Indian reservations or planners, it is of value to all communities seeking to conduct comprehensive needs assessment for their development.

page 114 - Blank

The Physical Environment

The introductory section of the CSP should deal with the physical environment, since this provides the spatial dimension for the social system. Topography and terrain, as well as weather and climate, all combine to give a community its physical personality, and the physical environment can have an important impact on the social environment as well. It may provide insights into the nature of the economic system, for example, by revealing natural resource availability. It may even provide insights into the community's cultural system--communities located in an arid, sparce area far from population centers will have a different view of the importance of the physical environment than those communities situated in a verdant, densely settled area. These perceptions will affect not only the relationships of individuals to their environment, but to one another. For these reasons, a description of the central elements of the physical environment is crucial for a description of the social environment.

History

Just as the physical environment provides the spacial reference for the CSP, the community's history provides a temporal reference. Many social phenomena are difficult or impossible to understand unless they are viewed in a historical context. The historical portion of the CSP, then, should review in abbreviated form the key historical developments that led to the development of the economic, political, and cultural systems as they are today--systems that will be dealt with extensively in later sections of the CSP.

The historical section of the Profile should relate reasons for original settlement of the community, and important aspects of early social life. The early economic base should be discussed, as well as early political power structures and institutions, and the foundations of cultural cooperation and conflict. Early settlement patterns should be noted, and the effects of settlement on the physical environment. Historical personalities should be recognized, along with other human and nonhuman change agents that directed the growth of the community. A brief record of population growth will lead into the next section of the Profile, the Population Summary.

Population Summary

Statistics can be a boring and, if emphasized too much, a deadly part of a CSP. Some statistics, however, are essential in a presentation of the community's social system. A few important statistics can point out key features of the economic base, or suggest potential cultural problems, or show whether a community is growing or declining. Yet to be effective, statistics must be presented in an interesting way. For this reason, a Population Quiz can be an effective--and relatively painless--way of presenting essential statistical information. Readers are more inclined to read this section of the Profile if it is personally challenging; asking questions at the beginning of the section, allowing readers to form "guesstimates" of the answers, and then elaborating on the answers, gives readers a vested interest in the statistical information. Statistics presented in this section of the CSP will vary to some extent from community to community, though some items are of general interest. Quiz

questions might include, "What is the percentage of minority group members in the community's population," and, "How does the percentage of young people in the community between 20 and 35 compare with the rest of the state? With the nation?" Other statistics that can be introduced through questions might include in- and out-migration of the population, income and poverty levels, housing characteristics, and the relative importance of different industries for employment in the community. These statistics will serve to introduce the three main sections of the Profile: the Economic, Political, and Cultural Systems.

The Economic System

The economic system in any community provides the life support systems that families and individuals must have in order to survive. For this reason, a survey of the economic system is essential to students who wish to know how a community functions and, equally important, what their role in the community may be in the future.

At the heart of the economic system is the economic base, literally the base or foundation upon which the economic system is built. The economic base provides the direction and the limitations for the economy, and the extent and quality of the economic base will largely determine what the economic future will hold for the community's young people. The economic base, when viewed in this way, is made up of all of the resources at the disposal of the economic system--location resources, or the proximity to markets; natural resources; human resources, in the form of an educated work force; financial resources, in the form of lending institutions needed to facilitate economic activity and growth; and social facilities, composed of social necessities such as water and power supplies, schools, housing, and medical facilities that are needed to support business and the labor force.

In addition to a survey of the community's economic base, the CSP should include more detailed economic statistics. Even more important, however, is the discussion of businesses and industries, and the people who hold jobs they provide. . . .

In small communities, it may be possible to list nearly all major employers and review what is produced, how decisions are made by each firm, and the costs and benefits, i.e., the advantages and disadvantages, of employment with the firm. In large cities, representative firms should be carefully chosen. In either case, the discussion of the firm should pursue several avenues of inquiry, whether the firm is a family firm, a mining or lumbering operation, a manufacturing plant, or a personal services business or retail outlet. The survey of the firm should include a discussion of what is produced, how the proprietor determines what to produce (whether it be a decision on what to grow, what to manufacture, what services to provide, or what goods to keep in stock), and the human, physical, and financial resources used and needed for production. Marketing should be discussed, as well as the factors that might encourage or discourage growth in the firm or industry. An important part of the survey of each firm should be a discussion of the advantages and disadvantages of employment in the firm and industry, and future employment opportunities for young people.

Included in this section should also ba a discussion of business organizations and labor unions, and a discussion of the prospects and desirability of economic growth for the community at large. Finally, the section of the Profile on the Economic System should include one or more short essays, or Current Issues, which detail an economic issue of current community concern. These may involve questions of economic growth, the future availability of resources, or any concern that tends to demonstrate how the community deals with economic issues.

The Political System

The CSP section on the Political System provides a good opportunity to explore the four areas outlined earlier: institutions, processes, personalities, and change agents. The political system is composed of institutions, such as the structures of executive, legislative, and judicial bodies at the local level, as well as the structures of political parties, special interest groups, and informal power structures. These institutions or structures tend to define the scope and extent of the political process. Process, of course, is the essential ingredient that gives life to all these institutions. Thus, the Profile should explain how government functions as a process. This will include discussion of the functions and jurisdictions of governmental decision-making bodies and government agencies, a discussion of the selection of political leaders, from the processes of political parties to the election process itself, and a discussion of local government finance.

This section of the Profile should not neglect to note important political personalities, who serve to affect the direction of the political process and who may serve as the "gatekeepers" for political action. Too, change agents, whether they be human or nonhuman, should be identified. These may be in the form of pertinent political issues that will affect the future of the community in important ways. In fact, the Profile should contain summaries of important current issues in the political system....and how they are dealt with.

The Cultural System

This section of the CSP is in a sense a refuge for important elements of the social system that cannot be comfortably included in the economic and political sections of the Profile. This section of the Profile emphasizes the values, attitudes, and beliefs of the community residents, and it is here that the systems nature of the community is most obvious. The economic and political systems of the community will have an impact on values and attitudes of the community, and these in turn will feed back into economic and political activities.

This section of the Profile should discuss family groups and their organization--the differences among families regarding things such as marriage patterns and family size, customs and celebrations, consumption habits, and religious values. The section should continue with a discussion of the role of churches

THE CSP OUTLINE

Introductory Section

I. The Physical Environment

- A. Topography and terrain
  1. Rivers and lakes
  2. Hills and mountains
- B. Climate and weather patterns
- C. Natural and man-made transporation arteries
- D. The ecological system
  1. Vegetation
  2. Wildlife

II. History

- A. Reasons for settlement in the area
- B. Aspects of early social life
  1. The economic base
  2. Political power structures and institutions
  3. Cultural conflict and cooperation
- C. Early settlement patterns
- D. Effects of settlement on the physical environment
- E. Personalities who figured prominantly in the early social system
- F. Important change agents affecting the community

III. Population Summary

- A. Minority group population of community
- B. Age distribution of community
- C. In- and out-migration of population
- D. Income levels and poverty
- E. Housing characteristics
- F. Relative importance of differnt industries

and schools in the community, the importance of civic organizations, and the formal and informal communications networks that exist in the community. Also included should be a discussion of recreation and cultural pursuits and facilities, and a discussion of community problems, such as poverty or crime, and how they are being addressed by the community. . . .

THE ECONOMIC SYSTEM

I. Identification of the Economic Base
   - A. Definition of "economic base"
   - B. Location resources
   - C. Natural resources
   - D. Human resources
   - E. Financial resources
   - F. Social facilities

II. Employment of work force by industry

III. Employment of work force by occupation

IV. Employment of minority groups

V. Agriculture
   - A. What is produced
   - B. Ways in which farmers decide what to produce
   - C. Inputs into farm production
     1. Human
     2. Physical
     3. Financial
   - D. Marketing procedures
   - E. Good and bad aspects of farming
   - F. Agriculture and young people

VI. Manufacturing
   - A. Listings of major manufacturing firms
     1. What is produced by major firms
     2. Inputs into production
        - a. Human
        - b. Physical
        - c. Financial
     3. Skills needed for employment
     4. Good and bad aspects of employment
   - B. Importance of labor unions and business organizations

VII. Service Industries
   - A. Description of service industries
   - B. Kinds of service industries in community
     1. Professional services
     2. Personal services
     3. Wholesale and retail trade
     4. Financial services
   - C. Good and bad aspects of employment in service sector

VIII. Economic Growth
   - A. Possibilities for growth in different sectors
   - B. Attitudes of residents concerning growth

IX. Current Issues in the Economic Sector
   - A. Issues of special importance to residents
   - B. Opinions of residents toward issues

THE POLITICAL SYSTEM

I. Structure and norms of government bodies: City, District, Region, County, State, Nation, as they relate to the community
   - A. Executive structures, functions, and jurisdictions
   - B. Legislative structures, functions, and jurisdictions
   - C. Judicial structures, functions, and jurisdictions
   - D. Governmental boundaries and jurisdictions
   - E. Government agencies in their relation to governments
   - F. Election processes and voting procedures
   - G. Processes of executive administration
   - H. Processes of legislative bodies
   - I. Processes of judicial bodies and the courts
   - J. Process of becoming an elected or appointed official

II. Government Agencies and Services Rendered
   - A. Description of major local, state, and federal agencies operating in the community
   - B. Structure and purpose of agencies
   - C. Jurisdiction of agencies
   - D. How access is obtained to agencies by citizens

III. Political parties
   - A. Structure and organization
   - B. Functions
   - C. Operating procedures
   - D. Membership and how opinions are expressed
   - E. How demands are made to the political process
     1. When party is in power
     2. When party is out of power
   - F. Degree of exclusiveness of political parties
     1. Which groups are represented
     2. Which groups are not represented
        - a. From economic sector
        - b. From cultural system

IV. Special interest groups
   - A. How special interest groups form
   - B. Which groups have political influence
   - C. How groups express influence
   - D. Degree of public exposure
   - E. Predominance of special interest groups
     1. In economic sector
     2. In cultural sector
     3. In minority segments of the population

V. Informal power structures
   A. Who are powerful or influential individuals
   B. How are they identifiable
   C. How did they gain influence
   D. How is influence expressed
   E. Where is influence effective and ineffective
   F. How is influence related to
      1. Participation in the economic sector
      2. Participation in the political sector
      3. Participation in the cultural sector

VI. Government finance: Taxing, Budgeting, Spending
   A. How taxes are determined at each level of government
   B. What are the taxing jurisdictions at each level of government
   C. What kinds of taxes are used at each level of government
   D. How are taxes levied
   E. How are taxes collected
   F. How are budgets prepared
      1. How are priorities determined
      2. Which groups have a voice in determining priorities
   G. How is tax money spent

CULTURAL SYSTEM

I. Family groups, according to ethnic or socio-economic class
   - A. What are the predominant structures of families in each group
     1. Nuclear
     2. Extended
     3. Single parent, guardian, grandparent, etc.
   - B. Marriage patterns and family size
   - C. Family customs and celebrations
   - D. Family health and consumption habits
   - E. Roles of family members
   - F. Migration patterns and reasons for moving
   - G. How decisions are made in different family structures
   - H. How economic changes affect different families
   - I. Helping networks among families in different groups
   - J. Religious values and importance of the church
   - K. Relationship and participation in school affairs
   - L. Membership in civic organizations
   - M. Membership in political organizations
   - N. How different families deal with death and birth

II. Community Organizations: The school and the church
   - A. Lists of schools and churches
   - B. How important are they in determining community values
   - C. How do community values become reflected in the church and schools

III. Civic Organizations
   - A. What are the organizations involved in
     1. Fraternal affairs
     2. Service activities
     3. Social activities
     4. Ethnic-related activities
     5. Art and recreation and hobbies
     6. Other
   - B. How is each organization organized
     1. Operating procedure
     2. Membership and exclusions
     3. Communications networks
     4. How are decisions made
   - C. How can individuals become involved in organizations
   - D. What are the predominant political and economic values in each

IV. Communications networks
   - A. TV and radio
   - B. Newspapers
   - C. Libraries

D. Gossip and informal talk
   1. Where does it occur
   2. What kind of information is exchanged
E. Political system communications networks

V. Recreational and Cultural Facilities
   A. Ways in which community residents entertain themselves
   B. Ways in which community residents provide themselves with cultural enrichment
   C. Local attitudes toward "high" versus "low" culture

VI. Community Cultural Problems
   A. Poverty
   B. Crime
   C. Discrimination